



MARKING & FEEDBACK POLICY

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| Approved by: | E. Muca | Date: 17/11/2021 |
| Last reviewed on: | 11/11/2021 | |
| Next review due by: | [11/11/2022] | |

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1. Aims

The explicit aim of the Park Campus Academy Marking and Feedback Policy is to:

- Improve 'quality' of marking

- Raise achievement – through targeted, relevant, student specific feedback
- Include a variety of marking methodologies
- Ensure student (and teacher) understanding of learning
- Meet the needs of every student at Park Campus Academy
- Support parental involvement and understanding (increased involvement, possible exemplars of student's own work sent home, or, displayed in generic form on the PCA website)
- Ensure all staff and students are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole academy vision
- Enable subject leads and teachers to plan more effectively for the next stage of teaching and learning cycle – using diagnostic feedback obtained through this process
- Ensure students are aware of current achievements and future targets to make accelerating progress.

2. Objectives

- Staff, Parents, Senior Leadership Team (SLT) and Park Campus Academy Council (governing body) to work together to meet the aims of the academy.
- To provide an environment in which each student's social and emotional skills can be nourished and nurtured.
- To create and maintain a safe, caring and happy environment within the academy.
- To establish and develop reciprocal links with the community.
- To provide a curriculum that meets the statutory requirements and is 'fit for purpose' for all PCA students.
- To use ongoing assessment - based on sound knowledge of pupils' abilities and needs - to plan the learning targets and experiences for each student.
- To provide each student with an Individual Education Programme which delivers a curriculum that includes the National Curriculum, in a differentiated form – to assure ease of access to all learning and assessment opportunities.
- To provide materials and learning experiences that are appropriate to the age of the student.

3. Method

These aims will be achieved through:

- Assessment of student learning and progress carried out during lessons
- Termly teacher assessments of students' progress and achievement
- The annual review process
- Termly IEP targets and monitoring of progress towards them
- Monitoring and evaluation of student progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.
- Starter activities including 'Hook' activities, and recap activities reinforce knowledge and provide immediate feedback e.g. low stakes quizzes.
- Classwork will be monitored regularly by Subject Leads and Teaching and Learning Lead in accordance with the published QA Calendar.
- Good work and effort will be rewarded in a variety of ways from positive points recorded on the

- Sleuth MIS system, certificates, vouchers and postcards or phone calls home etc.
- Classrooms have a copy of the Marking Policy Poster displayed on the classroom walls.

4 Guidelines for marking

All marking should be completed in **Purple** pen using SIT ('Strength, Improvement, Target) and be evaluative or descriptive- letting the students know what they have completed and done well. For example, 'Good use of adjectives "colossal" and "extravagant"', correct punctuation used and a variety of sentence structures.

FREQUENCY OF BOOK MARKING

Wherever possible, this should take place 3 times per half term -once at the beginning, once in the middle and once at the end – in all subjects. Once a fortnight, possibly on a Friday. This can range from 2 mins or 20 minutes for learners to reflect on their work. This will be referred to as , FEEDBACK FORTNIGHT. This could involve having a 1:1 discussions or whole class, This should include support staff too. This does not apply to staff teaching vocational subjects who might only see a class once a week.

- Directed/dedicated
- Improvement and
- Reflection
- Time

Students should be given appropriate opportunities to self or peer-assess and respond to marking of their work. Pupils will be given a sticker/stamp/small reflection sheet to acknowledge their DIRT.

4.1 Curriculum

Learners work overtime will demonstrate the development of detailed knowledge and a set of skills. The work will be of high quality throughout and will clearly show good progress and embedded knowledge. These characteristics will be evidenced through:

- weekly plans
- learning objective of lesson
- individual targets for each student (AFL) – on Target Sheets
- ICT and resources
- Set texts

Assessment is an integral part of our planning process. Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school
- On-going observation, marking and students self and peer assessment
- Achievement recognition each week e.g. 'Maths Student of the Week'

4.2 Progress and Learning

Learners work across a range of sources shows clear and consistent progress overtime, building on previous learning, increasing in accuracy and eliminating misconceptions or misunderstandings.

- Ticks within work - to acknowledge good work
- Positive and purposeful commentary
- Linked to specific subject / exam Success Criteria
- Written comments will be in a language students can readily understandpupilss understand

- Marking and assessment will be age/ability appropriate
- All students will know their Academy Target Grade for each subject. This should be displayed in the front of their book/folder.

4:3 Ambition

Learners work across a range of sources is at least good and reflects the ambition of the school to provide demanding work which stretches all individuals (including SEND) based on their ability.

- Evidence of group work,
- Independent learning,
- Relating / forming connections to other subjects within the academy curriculum

4:4 Quality of feedback

Feedback to learners will be clear - regarding how learners can improve their knowledge, understanding and skills. As such, it will demonstrate the teachers' deep understanding of their subject. It will also be evident that feedback and a logical student-teacher dialogue has happened in the lesson / book (or folder) and this is extended through written two-way feedback

Feedback will demonstrate:

- It is detailed with clear links to students' subject targets
- Students will be given appropriate time in lessons to improve upon feedback written in **purple** pen coded by SIT. This will be during planned, routine Directed Improvement Reflection Time (D.I.R.T.).
- Students will be expected to act upon the feedback received so that misconceptions and misunderstandings and errors can be addressed and corrected. For example, students could make the improvements on the body of work – bracketing or 'framing' the corrected / improved work. Alternatively, they could redraft or make improvements to a certain section of their work and write it under 'Students Response' – 'framing the work by Green marker 'corners' so that it is explicit and clear.
- Teachers will monitor that the student has responded to marking and acknowledge this using purple pen, for example, "thank you for editing/improving your work. Excellent choice of adverbs".
- There is evidence that self and peer assessment is done well and that peers comments have impact on progress.
- Verbal feedback will be indicated in the margin with '**VF**' plus a **concise comment**.

4:5 Different Types of Feedback

There are several types of feedback that teachers can use. We acknowledge that marking and feedback is the class teachers' responsibility, however, Park Campus Academy staff aim to encourage students to take ownership by checking, correcting and re-drafting their work, in order to:

- Recap knowledge activities - every lesson – e.g. low stakes quizzes
- Respond to 'SIT' ('Strength, Improvement, Target) comments in their books / folders
- Knowledge tests / quizzes
- Whole-Class Feedback
- Verbal Feedback ('VF')
- Peer and Self-Assessment.

5 Literacy

Literacy marking should also be completed in **purple** pen using codes (see Appendix A) written into the margins and errors circled- differentiation by allowing students to spot where the mistake is and correct it. Literacy marking should not repeat the correction of syntax, grammar, or spelling more than a few times – to prevent overwhelming the student.

6 Monitoring

It is the professional responsibility of classroom teachers to ensure that all pupils receive feedback on a regular basis and keep clear and appropriate records in their markbooks (paper or electronic).

- The quality of marking and feedback will be monitored by the Teaching and Learning Lead and Subject Leads in accordance with calendared QA Cycle. This may involve looking at books at Work Scrutiny sessions and through Learning Walks.
- There is a rota in place for staff to share good practice through Work Scrutiny - involving up to five members of staff: three teachers and two LSA's. The generalised outcomes of work scrutiny will be shared with the relevant subject areas and individuals (via the Go4Schools MIS system) and may inform part of the Performance Management appraisal process.
- All staff must utilise Go4Schools Data Sheets for their classes. These records should show the results, assessment tasks and the resulting interventions for each student. These will form the basis for reporting attainment and progress to parents and relevant Line Managers. Teachers should also use this information to inform their lesson planning.

7 Evaluation

The academy curriculum policy will be reviewed in response to;

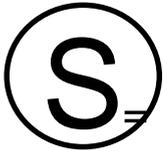
- The content of the policy in the light of changes within and outside school.
- It's relevance to the students needs.
- The levels of achievement of students across the school
- The use and range of resources available in the academy.

Appendix A and B – Posters for Display

Appendix A

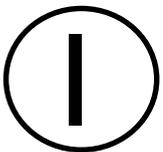
Guidelines Staff

To help your learners make progress you must Mark learners work according to the policy below.



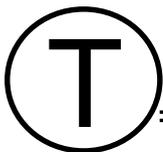
Strength

What you have done well in the piece of work.



Improvement

What could you do better to improve this piece of work?



Target

What you need to do to improve your levels.

Learners work should be marked in **Purple** pen. The learners **MUST** reply to your comments to show they have read them. Learners should use **GREEN** pen to reply.

Marking & Literacy across the curriculum

You will also use the following symbols to support your marking.

CL: Capital Letter – You need to use a capital letter when you see this symbol.

P: Punctuation – There is punctuation missing.

Sp: Spelling – There is a spelling mistake.

Np: New paragraph – You need to start a new paragraph.

//: Where the new paragraph should be

VF: Verbal Feedback – The Teacher/learner has given you verbal feedback.

LR: Learner Response – You must give your teacher a written or verbal response.

Any spelling mistakes need to be written out in the margin of the learners books.

Appendix B

Guidelines for Students

To help you with your learning and make progress the teacher marks your work like this:

S = Strength

What you have done well in the piece of work.

I = Improvement

What could you do better to improve this piece of work?

T = Target

What you need to do to improve your levels.

When I have marked your work you **MUST** reply or initial the comments to show you have read and understood them. Always use **GREEN** pen to reply.

Appendix C - How To Mark Digitally

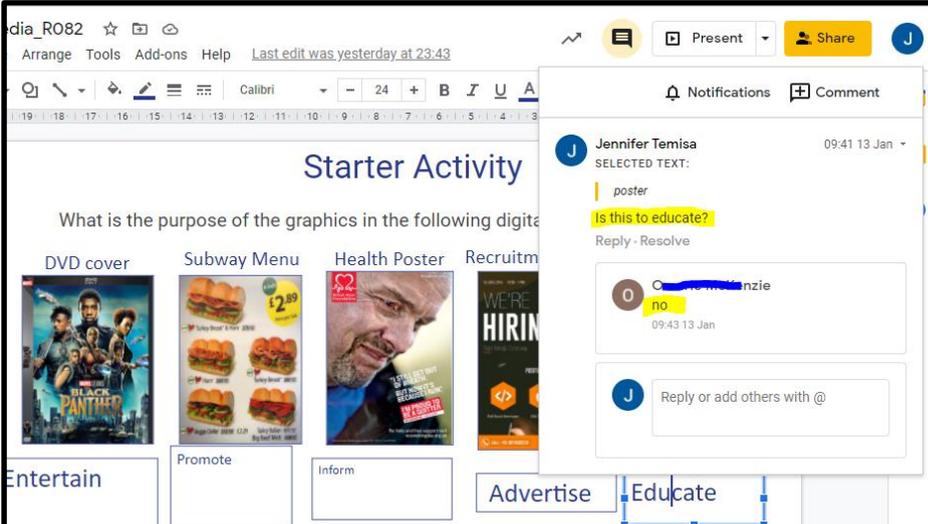
- **Method 1**-Virtual learning platform e.g. Google Classroom
- **Method 2**-In school via 'Student Work' area on the computer

Method 1- Virtual Learning platform

- PLT is currently using Google Classroom for delivering remote teaching and learning. Google Gsuite is equipped with generic software, Doc, Slide and Sheet, which has similar features to Microsoft Word, Excel and PowerPoint. Therefore, teachers and students are already familiar with some basic features in these applications.
- Marking policy can easily be implemented on Google Classroom either during a live lesson or after a student has submitted the work.
- When teaching a live lesson, the teacher can make comments on a student's work in real time and the student can also respond in real time. This is a very good way of formatively assessing during a lesson.

Example1: This example shows commenting on the work during a live lesson and the student responding to the feedback.\

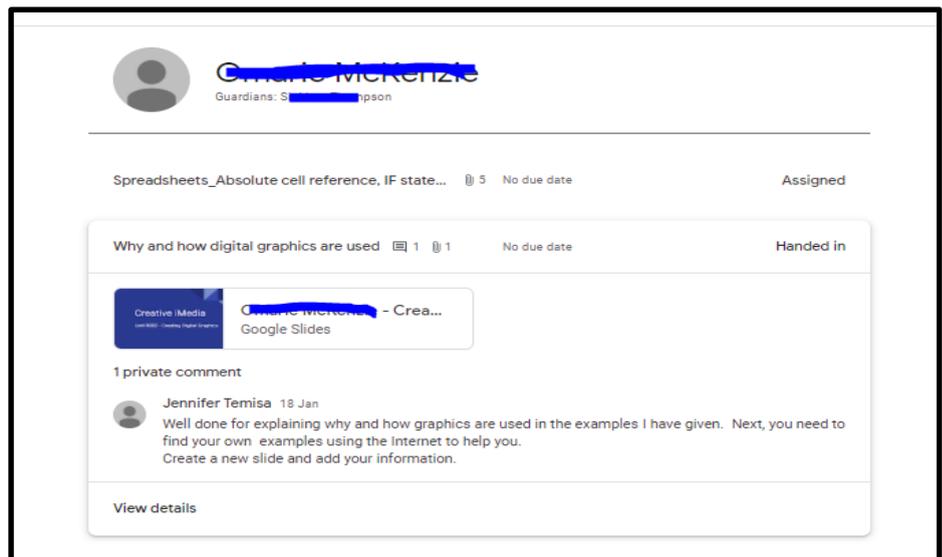
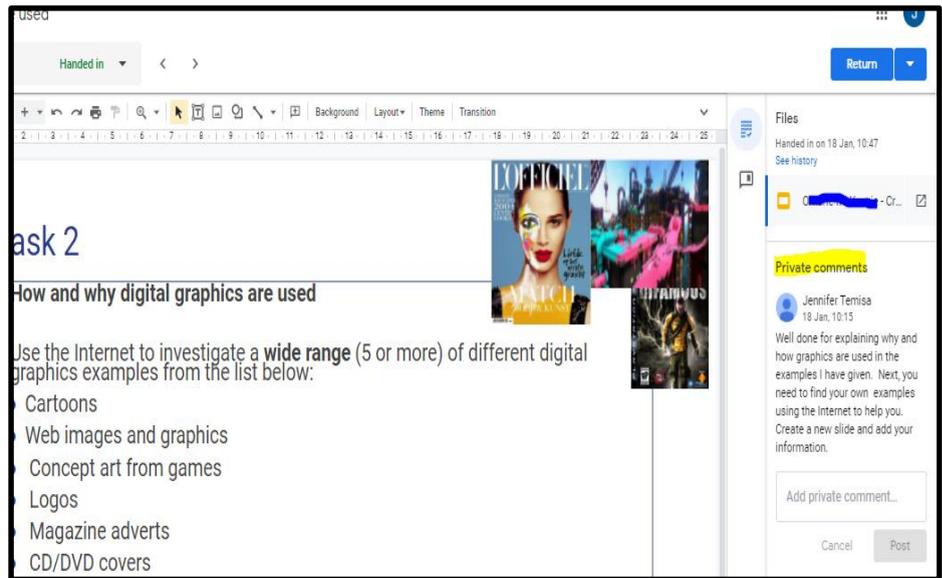
- The task was carried out using Google Slide (PowerPoint equivalent). Comments can be added by highlighting the slide or selecting a section of text or an image on the slide and clicking on the comment icon.



The screenshot shows a Google Slide titled "Starter Activity" with the text "What is the purpose of the graphics in the following digital...". Below the text are four images: a DVD cover for "Black Panther", a Subway menu, a health poster, and a recruitment poster. A comment thread is open on the right side of the slide. The comment from Jennifer Temisa asks "Is this to educate?". A reply from another user says "no". The slide also has a toolbar at the top with options like "Present" and "Share", and a bottom navigation bar with categories like "Entertain", "Promote", "Inform", "Advertise", and "Educate".

Example 2: Comments can also be added to the whole document as 'Private comments' and should appear on the student's Classwork page in Classroom. This example shows feedback given at the end of a task during the lesson

- Below is how comments shows up in the classwork page in Classroom. If the student responds to the feedback, it will also show a trail of responses between the teacher and student.



Example 3: Here the student completed a spreadsheet task and the SIT marking policy has been used to give feedback.

The screenshot shows a Google Sheets spreadsheet with the following data:

| Employee | Hours Taken | Hours Left | Days Left |
|-------------------|-------------|------------|-----------|
| Gareth Canterbury | 136.5 | 13.5 | yes |
| Dawn Keenan | 150 | 0 | no |
| Riley Tinsley | 142.5 | 7.5 | yes |
| Chris Bishop | 149 | 1 | no |
| Jennifer Finch | 150 | 0 | no |
| Jim Clarke | 126 | 24 | yes |
| Sofia Edozien | 140 | 10 | yes |
| Ryan Beesley | 143 | 7 | no |
| Kelly Howard | 147.5 | 2.5 | no |
| Raj Kapoor | 150 | 0 | no |

A feedback comment from Jennifer Temisa is overlaid on the right side of the spreadsheet:

Hi Javan, Well done for doing the work. Please use the comments below to help improve your work
 S - You have used the correct formulas = $\$C\$2-B4$ and =IF(C4>=7.5,"yes","no") with some help.
 I - Add borders on the spreadsheet and make the headings bold
 T - Learn how to write IF statements without any help.

Example 4 - Exam questions with grading criteria

- Here the exam paper was uploaded to Google Classroom and set as an assignment for students to complete. The comment added tells the learner the grade achieved for that particular question and what to do to achieve full marks.

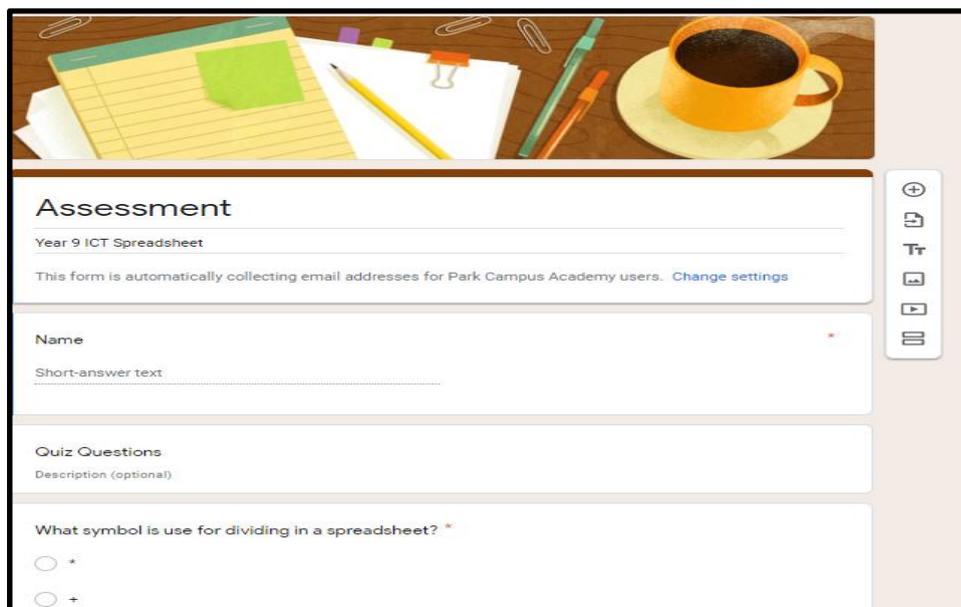
The screenshot shows a Google Classroom assignment. The main content is a screenshot of a search engine displaying various images of the Colosseum. Below the screenshot, the question text reads: "(a) Complete the table." and "2 marks".

A feedback comment from Jennifer Temisa is overlaid on the right side of the assignment:

For this task, you should show the screenshot of the search engine (Google) to get the full 2 marks.

Example 5 - Google Forms can be used to assess students and if set as multiple choice questions, the grade will be generated automatically.

- The teacher can download the results into a spreadsheet for analysis.



- Below is the responses from the assessment download as a spreadsheet file

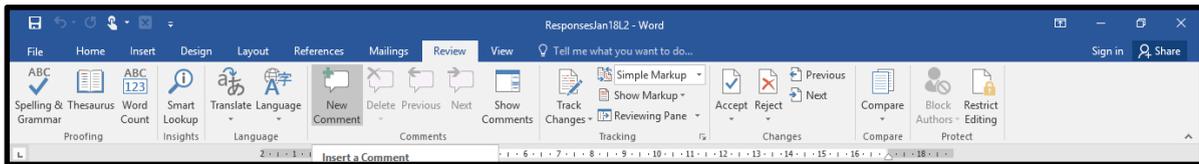
| | A | B | C | D | E | F | G |
|---|---------------------|---------------|--------|-------|--------------------------|--------------------------|-----------------------------|
| 1 | Timestamp | Email address | Score | Name | What symbol is use for d | What symbol is use for r | Fill in the gap. Each |
| 2 | 18/06/2020 12:29:39 | [redacted] | 4 / 10 | Tomy | - | * | collam |
| 3 | 18/06/2020 12:30:20 | [redacted] | 8 / 10 | Omnie | / | * | Row |
| 4 | 18/06/2020 12:37:12 | [redacted] | 9 / 10 | megha | / | * | column |
| 5 | | | | | | | |
| 6 | | | | | | | |

Method 2 -In school via ‘Student Work’ area on the computer

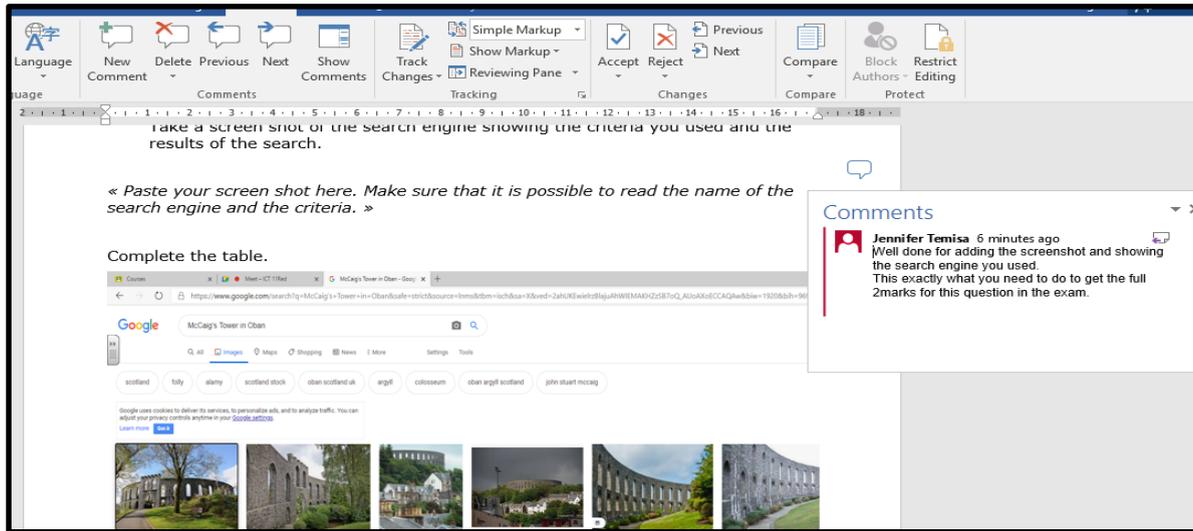
- When students are in a ‘brick and mortar’ classroom and they complete work in class, the work is saved to their ‘Documents’ folder, which can be accessed via the Student Work drive.
- If a student completes work using any of the Microsoft Applications (Word, Excel, Powerpoint or Publisher), the teacher can add a comment digitally to the work.
- When the student opens the work in the next lesson, the comments should appear by the left margin of the document and the student would be able to respond to the feedback given.

How to add comments

Example 1 - Comments in Microsoft Word: Click on the Review tab > New Comments



- The comment box appears to the right and then the teacher can add a comment.
- Another way of adding comments is to **right click** on the mouse, bring up the side menu and click on **New Comments**.



Example 2 - Comments in Microsoft Powerpoint.

Below is an example of using the Comments features in Powerpoint to give feedback and the student actually responded to the feedback.

