

# Marking and Feedback

## Aim of Marking:

The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time. Students need to be engaged in the process and this is clearly indicated by the use of purple pen.

## Frequency:

The frequency and type of marking will depend on the lesson allocation and the learning objectives of a topic. Please see table below

| Key stage 3                               |                           | Key stage 4                            |                        |
|---|---------------------------|--|------------------------|
| Subjects with 3 or more lessons each week | Minimum of 1 hour a week  | Subjects with 3+ hours each week       | Minimum 2 hours a week |
| Subject with 2 hours or less              | Minimum of 30 mins a week | Subjects with 3 hours each week        | Minimum 1 hour a week  |
|   |                           | Subjects with less than 3 hours a week | Minimum 1 hour a week  |

For subjects with two or more hours of curriculum time a week, it is expected that:

- Detailed marking will take place twice a half term
- PA/SA will take place twice a half term
- One summative assessment task (AP) will take place at the end of each half term

For subjects with one hour of curriculum time a week, it is expected that:

- Detailed marking will take place once a half term
- PA/SA will take place once a half term
- One summative assessment task (AP) will take place at the end of each half term

***N.B: Please see simplified version of the half-termly marking cycle. Appendix 1***

## Marking and Feedback Principles:

Marking and feedback should:

1. Be manageable for teachers and accessible to students
2. Relate to the learning objectives and success criteria
3. Be frequent and regular
4. Provide students with very clear guidance on what they have done well and how work can be improved
5. Be returned to students promptly in order for the feedback to be relevant
6. Enable students to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do
7. Allow specific time for students to read, reflect and respond to marking by effective use of purple pen
8. Give recognition, praise and rewards for achievement, effort and presentation
9. Inform future planning
10. Use consistent codes across the school

## How do we mark students' work?

- Students' work needs to be marked by the teacher in green
- Students will respond to their teacher's feedback by using purple pen

The school makes use of two forms of marking/feedback:

### **Formative feedback/Marking**

Not all work needs to be graded/levelled. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment-only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student. When 'detailed marking' takes place teachers should: highlight examples of where the student has met the learning intention. This will be clearly identified as strength by the use of the code -S-. Teachers will also highlight areas of the work which could be improved; they should provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved. The code -T- for target will be used on this occasion.

When work has been marked in detail, time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion. Students will respond to these comments in purple pen.

### **Other types of formative feedback:**

- Self-assessment - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria
- Peer-assessment - once a marking process has been modelled with the class, students sometimes mark the work of their peers - this allows them to develop their own critical capacity

### **Summative feedback/marking**

At the end of every half term, students will complete their AP assessments which will be standardised across all staff in each department. On this occasion, students will receive grades, levels or scores.

With every AP assessment and alongside a level/score/grade, students will receive information on their progress in the form of comments for strengths and targets. This information will be recorded in their exercise books under the title 'Assessment Reflection' (clearly underlined). Students transfer into their books the level/grade/score /percentage as well as comments for strengths and targets. This is followed by PPP to demonstrate students' independence by reflecting on the feedback given.

### **Marking codes for summative and formative assessments**

The following abbreviations and codes are used by teachers and students when marking

|    |   |
|----|---|
| S  | Strength  |
| T  | Target  |
| SA | Self-Assessment   |
| PA | Peer-Assessment   |
| VF | Verbal Feedback<br>The teacher or student might choose to highlight that verbal feedback has taken place in the student workbook using the code VF. Students are then encouraged to record with their purple pens what the verbal feedback was next to the initials VF. |

In addition to the marking codes, a sticker is available to staff to praise effort and high standards of work.

### **Literacy**

Literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Students may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy issues. The code is designed so that it might be used in a variety of curriculum areas.

|       |                                     |
|-------|-------------------------------------|
| SP    | Spelling                            |
| CL/LC | Capital letters/ Lower Case         |
| ^     | Something missing                   |
| P     | Punctuation (Full stops and commas) |

# Marking Cycle (Half Termly Expectation)

In every book, in every subject.

## Detailed Marking

S

Comments for Strengths.

T

Comments for Targets.

Followed by PPP

## Minimum expectations of marking.

- Students must write and underline "Homework" to clearly identify them.
- Teachers will mark in green pen.
- All homework set must be marked with a brief constructive comment.
- Detailed marking will give comments for strengths and targets.
  - *Once* a half term for subjects with 1 hour a week of curriculum time.
  - *Twice* a half term for subjects with 2 or more hours a week of curriculum time.

PA

Peer-Assessment 

SA

Self-Assessment

## Minimum expectation of PA and SA.

- Once a half term for subjects with 1 hour a week of curriculum time.
- Twice a half term for subjects with 2 or more hours a week of curriculum time.
- Pupils will use PPP and will use the initials PA / SA

## Assessment Points Information

S

Strengths recorded by students.

T

Target recorded by students.

Followed by PPP

## Summative assessments used for APs.

- Title: Assessment Reflection AP (1) (clearly underlined)
- Students transfer into their books the level/grade/score /percentage as well as comments for strengths and targets.
- This is followed by PPP to demonstrate students' independence by reflecting on the feedback given.

## Purple Pages in Planners



## Planners

- In lessons, with the guidance of their subject teacher, students transfer the AP information into their planners and add their personalised target information.
- Once the assessment window is closed, purple pages must be completed the following week.

### Please note:

- Do not use the title D.I.R.T. The use of PPP is evidence of D.I.R.T.
- Worksheets completed with the subject teacher must always be stuck in books.
- When cover work is set, whenever possible, this should be completed in books under the title 'Cover Work', with the date clearly stated. There is no expectation for this work to be marked, but it should be acknowledged by the class teacher with a tick and a brief comment.
- Tracker /Progress sheets of any form **must not** be stuck in books. Use Purple pages in planners.
- Whenever possible, test papers should also be stuck in exercise books.
- Ensure there is always a record/summary of the work completed in the lesson when pair or group work has completed on paper/posters etc...(See on T-Drive -T&L - Review Task Toolkit)

| <u>Good examples of brief constructive comments</u>  | <u>Do not use</u> |
|--|-------------------|
| good analysis  | Good              |
| good use of evidence                                 | Great             |
| well-argued point                                    | OK                |
| you made a good point                                | Fine              |
| clear link made to the question                      | Do it again.      |
| good evaluation                                      | This is wrong     |
| clear understanding shown                            | No!               |
| good independent research.                           | Poor              |
| well researched facts.                               | Disappointing     |
| good comprehension of the text.                      | Good effort       |
| good listening skills.                               | Good presentation |
| good range of language.                              |                   |
| neat and clear presentation with accurate spellings. |                   |
| good effort but try to...                            |                   |

