Hanson Policy for School Staff

Marking and Feedback Policy

Approved by the governing body:	September 2017
	January 2019
Awaiting approval:	June 2021
To be reviewed on:	September 2018
	January 2020
	June 2022

Signed on behalf of the governing body:

Marking and Feedback

Rationale

The marking and assessment of students work is an integral part of the learning process.

We believe that effective marking and assessment is an essential opportunity for:

- **students** to know how well they have done, and what they need to do next, in order to make the necessary progress
- **students** to take control of their own learning by becoming more resilient
- **students** to feel happy about success and development and to build their self-esteem
- **teachers** to assess and evaluate student's progress against a specific learning objective and success criteria which are shared with students
- **teacher** to monitor and evaluate the effectiveness of their lessons and teaching styles so that the needs of every student are met
- **teachers** to celebrate, reinforce and challenge
- **parents/carers**, through a review of their child's work during consultation meetings, data inputting and school reports (et al) to be aware of the progress their child has made over time.

Introduction

Marking and assessment is a term which encompasses a wide range of activities; formal and informal, summative and formative.

Assessment at Hanson School takes the following forms;

- Self assessment
- Peer assessment
- Oral feedback (individual or group)
- Written feedback
- Summative assessment

Marking Policy

At Hanson we are committed to ensuring that all our students receive regular and frequent feedback to ensure that they are developing skills, knowledge and understanding and are making effective progress towards their targets.

It is important that the process offers clear and regular guidance for our learners, making them feel valued. This policy aims to ensure a linked and consistent approach to marking and **the progression of learning over time.**

Feedback must:
- show the student how he/she has made progress against the assessment criteria, using **what went well (WWW)** and targets for further improvement - **even better if (EBI);**
- improve the students' literacy skills by the application of the marking codes;
- show how the student has acted on feedback to accelerate progress. (Green for Growth)

In order to maximise the impact on learning, students must respond to the feedback using their **Green for Growth** pen to help demonstrate and develop skills, knowledge and understanding. It is essential that this Green for Growth work is then revisited and acknowledged by the teacher.

The Green for Growth process:
- Students complete a piece of work.
- The teacher marks the work, highlights literacy errors using the marking codes.
- The teacher gives a WWW and EBI linked to assessment criteria and/or learning outcomes.
- Feedback is personalised and links to the Strategic Seating and Interaction Plan (SSIP).
- The student responds to marking with the Green for Growth pen, improving their work and correcting literacy errors. This leads to improved accuracy of spelling, especially for subject specific vocabulary.
- The teacher checks the Green for Growth. This does not have to be marked but it must be acknowledged. Any misconceptions must be addressed. Where appropriate, the student responds to the checked Green for Growth.

Challenge

Even Better If (EBI) comments must be instructional and require a response from students.

There are three main areas to focus on:

1. **Redrafting of work linked to improving literacy**

   For example:

   ◦ Redraft the first paragraph of your work making the suggested changes…

   ◦ Where incorrect spellings have been highlighted, correct the spelling of the word and use it in a sentence.

2. **Securing and deepening understanding**

   For example:

   ◦ Explain the difference between .... and ....

   ◦ Provide an explanation of how you.........

   ◦ Explain the difference between factors and multiples.

   ◦ Explain the difference between immiscible and miscible liquids.

   ◦ Explain the difference between a v-shaped valley and interlocking spurs.

   ◦ Provide an explanation of how you solved a simultaneous equation.

   ◦ Provide an explanation of how you improved your technique and presentation in your Artaud performance.

   ◦ Provide an explanation of how a waterfall was formed.

3. **Extending analysis and evaluation**

   For example:

   ◦ Given the evidence you have seen so far, would you agree that ....

   ◦ Had A not been a factor in X happening, would X still have happened?

Purple Zone

In order to maximise the impact on learning students must complete Purple Zone Challenge activities using their **Purple Zone** pen.

- appropriately pitched personalised challenges;
- students to develop their resilience and leadership skills;
- encouraging high levels of student engagement;
- placing of students within the 'Purple Zone', where they engage in the challenging work within a purposeful environment
- encouraging students to respond to feedback, including challenges set as part of the marking and feedback process.
- encouraging them to be leaders of their learning, for example, we support our students in developing resilience and independence so that they are able to rise to the challenges of the unexpected.

We are keen for students to take ownership of their learning journey and engage in a learning dialogue with their subject teachers. We recognise that one of the key skills students need to master to achieve the higher grades in their examinations is the ability to apply their learning in unfamiliar contexts.

Frequency of marking

As a minimum, it is expected that one piece of assessed work will be marked in depth every 4 weeks. The insight you gain from these marked pieces of work, together with both formative and summative assessment will inform each data collection point. This will ensure a more accurate assessment process and should be considered in the curriculum mapping for assessment points.

Deep and detailed marking **must include the use of WWW and EBI**. This feedback must be subject specific and must fully challenge and encourage the student to improve the piece of work or develop further confidence and/or skill in a certain area.

The student must provide a **full and detailed response** through G4G activity in green pen. There will be a clear, personalised and purposeful dialogue occurring between the teacher and the student which will support and evidence **progress being made over time**, and this will be clearly visible in their books.

The appropriate marking codes must be used to highlight literacy and numeracy errors. Other forms of marking outside of these perimeters are available to use and are strongly encouraged - for example, peer assessment, self assessment and verbal feedback. Class and homework feedback can occur as frequently as colleagues or Director/Curriculum lead feel necessary to support the minimum marking requirements, inform planning and best support the progress of each student.

Marking **must** be personalised to take account of ability levels and the capacity of each individual student to develop and improve.

Literacy

Marking codes in literacy

Mistakes will be highlighted using the appropriate marking code next to the error or within the margin. Literacy marking should take place when marking any piece of work. An **orange highlighter** should be used to highlight literacy and numeracy errors. Teachers should use the **orange highlighter** to promote literacy development. Students should be expected to correct literacy errors in context when completing their Green for Growth.

At Hanson we use POPS to reinforce our literacy strategy across the curriculum

> **P – Presentation**
> **O – Oracy**
> **P – Punctuation**
> **S – Spellings**

Presentation

- Handwriting should be legible.
- Letters, including both upper and lower case are formed correctly.
- Date and title are underlined.
- Any diagrams are drawn in pencil.

Oracy

- Use full sentences and articulate each word.
- Use a formal rather colloquial language
- Challenge the use of fillers (like, erm) and instead model the use of precise, academic language.
- Use key vocabulary from the subject.
- Speak clearly, project your voice.

Punctuation

- Capital letters are used at the start of sentences and for proper nouns.
- Full stops, question marks or exclamation marks are used to show the end of a sentence.
- Commas have been used to separate items in a list.

Spellings

- Common words are spelt correctly.
- Homophones have been used correctly.
- Subject specific vocabulary is spelt accurately.

Marking Codes

The following marking codes should be used as and when appropriate:

Code	Description
Sp	Subject specific terms or commonly misspelt words should be highlighted orange. It may be necessary to model correct spelling
O	Punctuation errors, missing capital letters or literacy errors should be circled and highlighted orange
( )?	Brackets and a question mark around a section of work means that it does not make sense
✓ ✓	Indicates a point that is well-written and shows a sound understanding
VF	Verbal Feedback - student should write down the verbal feedback provided
SC	Self Check – you should write down SC where you have marked your work
PC	Pupil Check – you should write down PC where another student has marked your work
PZ	Purple Zone (use purple pen)
G4G	Green for Growth (use green pen)

Presentation
Marking and Feedback Guidelines for all students

Expectations:

1. Write neatly in blue or black pen (unless you have been told differently by your teacher)

2. Underline the title

3. The title should be written at the top of your page

4. Drawings or diagrams should be in pencil

5. Ensure all worksheets are secured in your books (no loose worksheets)

6. Present with pride - your handwriting should always be your best and books should be graffiti free

7. You must use purple pen for purple zone (PZ) activities

8. You must use green pen for green for growth (G4G) activities

Quality Assurance

In order to ensure the consistent application of standards and to support the sharing of good practice it is necessary to quality control assessment and marking across the School. Curriculum Leaders and TLR holders across the range of subject areas are expected to sample the quality and quantity of marking of work in their subject area via the ongoing book looks and MCEs.

Assessment grades are routinely collected from staff to share with colleagues and parents. Work is regularly moderated and standardised to ensure accuracy and quality of marking and feedback.

Within each subject area a quality assurance system is in place to ensure that:
1. Monitoring of all marking and assessment on half termly basis – to inform assessment points and data collections
2. Lesson visits and book looks take place as calendared
3. Student voice is conducted
4. Standardisation and moderation meetings take place

Any member of staff who is not meeting the agreed standards will:

1. Be given a date and support to ensure that they have completed the necessary marking/assessment
2. If this date is not met then an informal support plan could be implemented to ensure that student work is adequately marked/assessed (see appraisal policy, capability policy and Quality Assurance Guide for more information).

See appendix 2 'Book Looks'

Strategic Priorities

The quality of work in books
- Students take pride in their work, producing their best piece of work.
- Students ensure all work is produced to a high standard and work evidences progress over time.
- All written work is clearly legible and easy to comprehend.
- Books clearly demonstrate consistently high quality marking and constructive feedback that impacts significant and sustained gains in students' learning.

The accuracy of written communication
- High quality and consistent marking of spelling, punctuation and grammar leads to students making rapid and sustained development in securing accuracy within literacy.
- Effective and aspirational modelling prepares students for high quality extended writing. Students are confident in applying subject specific vocabulary.

Personalisation—Strategic Seating and Interaction Plans
- All learning is expertly personalised based upon an in-depth knowledge and understanding of students needs and abilities.
- Key groups are rigorously targeted to ensure they secure learning leading to better than expected progress.
- Detailed and effective personalisation strategies are evident on the SSIP, in lessons and over time in exercise books.

Challenge and the Purple Zone
- The Purple Zone takes place regularly and is the most challenging part of the lesson for all, leading to the mastery of skills, knowledge and understanding.
- Purple Zone activities are personalised to meet students' needs.

Curriculum Mapping
- All curriculum areas will have the curriculum mapped out on a termly basis, for all year groups.
- These maps will include regular assessment opportunities, including iterative testing (where appropriate) and Assessment Point data collections. Providing opportunities for students to respond to feedback.

The Teacher Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Marking and Feedback Policy

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

5 Adapt teaching to respond to the strengths and needs of all pupils

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils' progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

• have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

8 Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils' achievements and wellbeing.
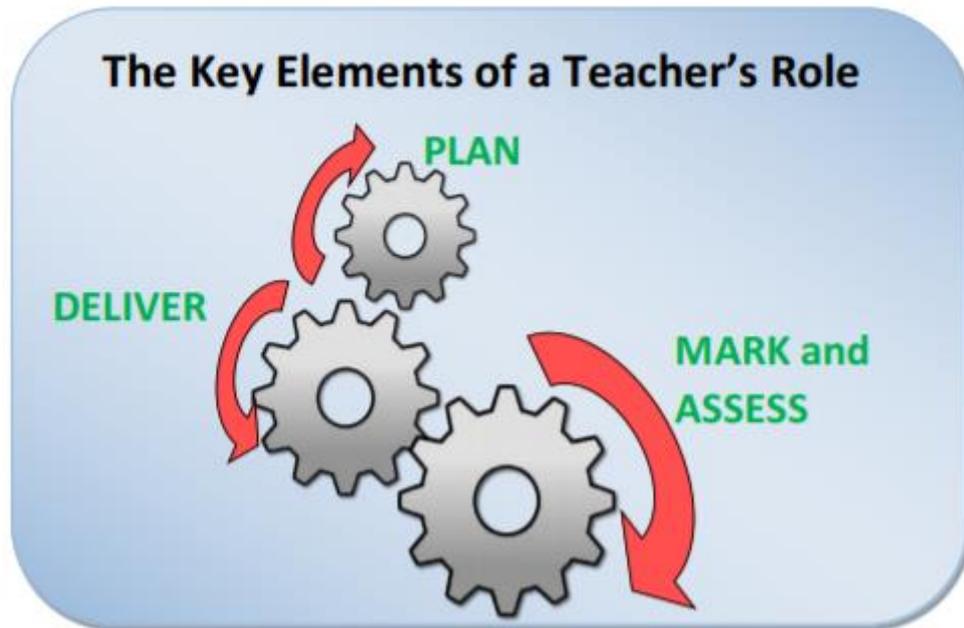
The Key Elements of a Teacher's Role

PLAN

DELIVER

MARK and ASSESS

"Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge. Keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils." (DfE, 2012, p7)

"The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS." (DfE, 2012, p2)

For further reading and research in this are please reference; Blatchford, R. 2015. The Teachers' Standards in the Classroom. London: Sage publications.

APPENDIX 1

Outstanding feedback

"Feedback on work (oral and marking) that is well-focused, diagnostic and helps pupils to see how to improve. Also, that helps pupils to judge the success of their work and to set targets for improvement. In addition, that their understanding of new ideas is checked in a range of ways. Finally, almost all pupils have clear understanding of where to focus their efforts to improve"

SUGGESTED METHODS YOU CAN APPLY

INSTEAD OF….	THE TEACHER…	AND THE STUDENT…
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of work	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement WWW EBI	Works to "close the gap" on the one issue identified
Writing 'well done you have…" next to good aspects of the work	Places a double tick next to the best parts of the students work	Add the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. There is no expectation that all class notes be marked. N.B: Check your departmental policy and mark/assess tasks where your marking will have an IMPACT!	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the questions in class	Writes their own correct answer
Writing a full solution when a student answers a question incorrectly	Writes a hint or the next step	Completes the correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not submit work of a poor standard
Giving back work and moving straight on…**give students time to CLOSE THE GAP to make all the time and effort worthwhile**	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if the teacher asks students to 'put a tick next to my comment if you know how to improve an element of the work and a ? if they don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload	Students read the work and start to engage with the marking before working on the "Close the Gap" task the teacher has identified

APPENDIX 2

Book Looks

1. Choose a particular cohort (i.e. Year 11 HAL PP). Option choices will determine the students to be chosen i.e. a student might be drawn from PE and Business. This student would also have their books for (mandatory subjects) Maths, English, Science, RS (etc) requested

2. T&L Team emails in the week prior to the book look, reminding staff that all exercise books have to be in school on the Monday

3. Data Team to provide a list of all applicable students that fit the cohort

4. T&L Team contacts the Director of Curriculum Area on the morning of the book look and asks for each staff members' books, fitting the criteria, to be delivered to the PDC. These names will be specified by T&L Team.

5. Book looks to take place in the PDC and all books to be delivered by the end of 2nd lunchtime. All SLT members, Extended SLT, Directors of Curriculum Areas and Curriculum Leaders are to be involved in the book look.

6. Book Look form is used and feedback is loaded on to ODI (within 24 hours). See Book Look Form.

Book Look Form

Teacher			Observers/SLT			Subject	
Date			Group			Set	
Focus	☐ PP	☐ LAL	☐ MAL	☐ HAL	☐ BOYS	☐ GIRLS	☐ SEND	☐ OTHER	☐ DEPT REVIEW

	RAG rated **RED = NOT MEETING CRITERIA** **YELLOW – MEETING SOME CRITERIA** **GREEN – MEETING ALMOST OR ALL CRITERIA**			Additional notes
Feedback and Targets - Clear feedback - Subject specific language - Diagnostic comments - Questions posed - Ways to improve				
Frequency - Up-to-date - Thorough …for all books				
Presentation - Labelled work - Students showing pride - Poor student work being challenged - Excellent work being praised - Use of appropriate equipment - No loose sheets N.B: Includes shared classes				
Peer and Self Evaluation - Range of approaches - Purposeful - Appropriate				
Marking Codes - Use of a range of marking codes - Visible - Appropriate - Evidence of follow-up				
Responding to Feedback - Range of approaches used - Active use of green for growth - Purposeful - Visible impact on progress				
Overall	☐ **Red**	☐ **Amber**	☐ **Green**	
Targets:				

APPENDIX 3