Marking and Feedback Policy

A Beyond ACADEMY
SCHOOLS TRUST

Contents

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

Marking is a central part of a Teacher's role and can be integral to progress and attainment. Written responses offer a key option of providing feedback to students and helping Teachers assess their students' understanding. However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for Teachers and that quantity of feedback has too often become confused with the quality. The group noted that there is no 'one size fits all' way to mark, instead recommending that all marking should be driven by professional judgement and be "meaningful, manageable and motivating". For all these reasons, there is a clear need for high-quality evidence to inform schools' decision-making about marking.

Departmental Feedback and Assessment Policy

Individual departments should use the principles outlined in this marking and feedback policy to create their own subject-specific, tailored departmental assessment policies. This is really an 'internalising' of the school departmental policy, making it fit the demands of your curriculum, in the knowledge that curriculum and Subject Leaders are responsible for setting and monitoring the quality and frequency of feedback from Teachers working within their team.

Monitoring and Review

This policy will be reviewed annually, but may be reviewed, developed and updated more frequently if necessary.

Assessment for Learning

Assessment for Learning is a vital strategy to allow a teacher to check the understanding of their students at key points in the lesson and accurately assess and evaluate students' understanding, knowledge, skills and progress in relation to the critical questions and standards set for the curriculum. Assessment for Learning strategies should be included within lessons.

Feedback and Improvement

Regular and effective feedback and assessment is essential to enabling all students to make the progress that they are capable of. We believe that all feedback and assessment should be:

- Motivating – we want to encourage our students to do better and the feedback we give and the way we use assessment should contribute to this.
- Manageable – we are conscious of the workload for staff that excessive marking can generate.
- Meaningful – we want the feedback we give and the assessments we use to provide meaningful steps for students to improve their work and meaningful data that Teachers can use to plan lessons and measure progress.

All feedback should meet the needs of the learner, recognising what they have done well and providing concrete steps to improve. All Teaching Staff are responsible for ensuring that their students receive regular feedback on the progress they are making. This feedback could be delivered through:

- Verbal Feedback – Staff, including Teaching Assistants, work with individual students during the lesson, giving them direction on how to fix errors, on how to improve the quality of an answer or on how to address misconceptions. There is no need for this verbal feedback to be noted or recorded in the book. Teachers will need to think about how they make time within their lessons to deliver verbal feedback, students could be set independent tasks during which the teacher speaks to students on a one-to-one basis.
- Peer and Self-Assessment – Students are given time to review their own work (Self-Assessment) or the work of their partner (Peer Assessment). Students should use their understanding of the key elements of the task to identify areas of strength and areas that still need to be improved – both should be clearly linked to the success criteria of the lesson. This feedback could be structured as WWWs and/or EBIs and students could be provided with scaffolding around which to frame their feedback.
- Marking for Literacy – Teachers give students opportunities to improve their literacy in lessons through correcting spelling, punctuation and grammar in assessment and through live marking.
- It is important that time is given to students to correct any issues. Such correction could include rewriting a word with the correct spelling or restructuring a sentence to improve the grammar.
- Teacher Comment – a Teacher may choose to write a comment in a student's book. Such comments should be motivating and meaningful – they should lead to clear steps for improvement.
- Targeted Questioning – a Teacher may choose to include a question or questions which encourage the student to consider the next steps they need to take to further improve their work, or that may clarify a misconception or prompt the student to add further detail to their work. Students should be given time to respond to such questions.

- Class/Whole-Group Feedback – where a class has completed the same question or task, a Teacher may deliver feedback as a class, highlighting areas of the task that particular students did well and areas that specific groups of students from within the class need to develop. Again, it is important that time is set aside for students to see where they feature on the class feedback sheet and to make improvements where necessary.

Many of these types of feedback can be given during the lesson as 'live marking' and staff should take any opportunity to do so. CPD will be delivered to ensure that Teachers feel they have the necessary skills to provide successful feedback.

Although there is no prescribed method or frequency, Teachers are encouraged to use a variety of strategies to ensure that feedback is given regularly enough to allow progress to made. The effectiveness of feedback should be judged by the extent to which students make progress over time as seen in both their work in books and in the results of any formative and summative assessments.

We trust the professional judgement of Teachers to deliver effective feedback in line with the teacher standards.

Whether feedback is given verbally or through comments written by staff or students, it is essential that the student be given time within lessons to take action to improve their work as a result of their feedback. Any improvement made should be clearly highlighted, for example through the use of a red pen. Improvement based on feedback should be considered an integral part of the learning process and time should be allocated during lessons accordingly.

Where the specification for qualifications such as BTEC's or CTEC's sets out specific regulations surrounding the assessment and feedback of units, such regulations should be adhered to in preference to the guidance detailed above.

Staff are given the guidance below to support effective assessment and feedback within lessons:

- Staff should offer feedback that establishes high expectations on presentation.
- Students should complete assessments in line with the Department Assessment Principles. This assessment is marked and followed up with PIT (pupil improvement time).
- Students should receive detailed feedback where appropriate (this may vary depending on the frequency of the lessons).
- PIT should take place in books regularly in line with the Department Assessment Principles.
- Peer and self- assessment should be utilised.
- An assessment tracker should be included in student's books each term and should be completed by students.
- Literacy errors should be marked and improved upon in all subjects.

Fairness and Equity

The policy aims to ensure fairness and equity in assessment by implementing clear and consistent criteria and standards. It strives to provide equal opportunity for all students which will allow them to demonstrate their learning.

Diagnostic and Formative Assessment

The policy aims to serve as a diagnostic tool, identifying individual students' strengths and weaknesses, as well as areas where instructional adjustments may be needed. It supports formative assessment practices, allowing Teachers to tailor their future instruction to meet the specific needs of each student.

Accountability and Quality Assurance

An effective marking policy ensures accountability by establishing clear guidelines and expectations for Teachers' marking practices. It promotes consistency and quality assurance by providing opportunities for moderation, verification and collaborative marking practices.

Engagement and Reflection

The policy aims to engage students actively in the assessment process, promoting involvement, responsibility and reflection on their own learning. It encourages students to take ownership of their progress, set goals and develop metacognitive skills.

Workload Management

A well-designed marking policy aims to balance the workload of Teachers, ensuring that assessment tasks are manageable, realistic and aligned with instructional objectives. It seeks to optimise the use of time and resources while maintaining the quality of assessment and feedback.

By achieving these aims, an effective marking policy supports student learning, growth and development while maintaining standards and ensuring the integrity of the assessment process.

Shared Principles

- Effective assessment will provide students with the knowledge of their own progression, in all subjects.
- Effective marking and feedback will provide opportunities to celebrate and acknowledge achievement, progress and effort.
- Effective marking and feedback will provide the opportunity for staff to build relationships with students through constructive dialogue.

- Effective assessment ensures that staff and students are clear about how to achieve in each lesson.

Effective Marking and Feedback will:

- Be subject specific and tailored for each individual.
- Be focused on the critical questions and success criteria.
- Provide staff with an evaluation of the effectiveness of the taught content.
- Provide an overview of the current academic progress of each student, shaping future scaffold and stretch.
- Give students time to act upon any feedback received to improve.
- Help parent/carer's understand strengths and weaknesses in their child/ward's knowledge.

School Expectations

Subject Leaders are responsible for developing a Department Marking and Feedback Policy that ensure marking is manageable, meaningful and motivating in the context of the particular subject.

- Departments will define what will be assessed and what forms of feedback might take place for different tasks.
- Subject Leaders, in conjunction with Line Managers, are responsible for ensuring consistency of implementation.
- Departments may take slightly different approaches to formative and summative assessment.
- All subjects required a Critical Question for their lesson. Progress in relation to the answering of this CQ is required, over the period of time, shaped by the Subject Lead/Class Teacher.
- Assessed or key pieces of work (deemed appropriate by Subject Lead/Class Teacher will be marked or fed back as swiftly as possible to give it value.
- As much as possible, work in lessons will be marked by the students. Self-assessment or Peer-assessment is sufficient to ensure students are aware of the progress they are making. Self and peer assessment must be completed in RED pen.
- Subject Leads/Class Teachers should build opportunities into lessons to allow students to correct, edit and improve their work. This is particularly important with correcting literacy errors and should be supported and structured by class Teachers. This can be done through the use of 'Red Reflection' and Pupil Improvement Time (PIT).
- All formal assessments, used for data drops or shaping a prediction, must be marked by a member of staff. This ensures consistency across each department. Marking must be in line with the exam boards requirements.
- Staff are not required to mark books, although "Live Marking" is a strategy that is advocated. Any staff comments or "Live Marking" must be done in GREEN pen.
- It is the school's expectation that each department must provide multiple pieces of both formative and summative assessment/marking for each student in one academic year.
- Class/whole group feedback should be utilised, however the feedback should enable each individual student to understand how to improve their work and time should be set aside for students to improve or redraft their work.
- Positive annotations and comments should be included on assessments.

- At KS4 and KS5, where appropriate, exam board annotations can be used to demonstrated where students have met specific assessment objectives.

Practices

Student Centred Practices

- Students are encouraged to engage with and respond to any feedback which is relevant to their progress.
- Students are encouraged to review work themselves or between peers.
- Students are given the opportunity to self-assess and peer-assess.
- Students are given time to act upon feedback given.
- Students are given ownership of their work and are part of the assessment process.

Staff Centred Practices

- Staff are selective in choosing which aspects they comment on and ensure that comments link to success criteria.
- Staff comment on both positive aspects of work and areas for improvement.
- Staff recognise effort, as well as quality.
- Staff use the information gathered to structure future lessons and teaching strategies.
- Staff tailor their feedback to every individual so that all students know how to progress.
- Staff ensure that they are aware of all students' needs, including those with SEND.
- Staff ensure that feedback is accessible for the intended audience.
- Staff have regular contact with parent/carer's surrounding progress, not just behaviour.

School Centred Policies

- School practice is consistent and feeds into the overall school marking and feedback framework.
- The marking and feedback policy has been shared with all staff members.
- Marking must be manageable, meaningful and motivating.
- Parent/carer's will receive regular updates on their child/ward's progress

Parent/Carer Centred Practices

- The schools view is that working in partnership with parents/carer's benefits Teachers, students and parents/carer's. Research shows that parental involvement with education is the key factor in determining how successful a child is in school.
- Parents/carer's with ideally support their child/ward and the school by taking all opportunities to support their child/ward's learning. This will include discussing their day, their homework and taking the chance to discuss their progress with their Teacher. This includes attended Parents' Evenings, but also includes working with the school staff if a problem is identified.

Rewards and Motivation

A school ethos of encouragement is central to the promotion of good learning and work habits. Rewards are one means of achieving this. They have a motivational role in helping Students to realise that working hard is valued and rewarded. Rewards will be offered for effort, progress and achievement. A key part of the system is an emphasis on praise, both informal and formal, to individuals and groups.

Feedback, both verbal and written, should include positive comments/annotation. This could be written, in the form ticks, stickers or stamps.

Appendix 1

Types of Marking

Marking for Learning (formative):

- A diagnostic or developmental comment is given.
- Feedback (oral or written) is given as an integral part of classroom practice.
- Informs the short-term planning cycle.
- Informs Teachers, students and parents of progress.
- Provides important information for other adults.

Marking of Learning (summative):

- Summative pieces are graded or levelled, and feedback will relate to these pieces.

Possible strategies

Marking orally with students:

- Read a piece of work together with a student.
- Link praise and development point to the critical question, not the activity.
- Ask the student how the piece of work could be improved.
- Feedback to the student based on the students' own ability.

Quality feedback through "Live Marking":

- Support a student, one-to-one, with written feedback (support guide) to promote progress and prevent misconceptions.
- Stretch students with written feedback leading to an extension of their current work.
- Check for literacy mistakes whilst circulating the room.
- A quick tick, whilst circulating the classroom, in students' books boosts motivation and gives students a sense of achievement.

Self and Peer-assessment/feedback:

- Students marking their own, or their peers, work effectively. This could identify areas for improvement, as well as deepening the concept and addressing misconceptions as they arise.
- Students could create a mini-success criteria whilst marking, asking their peers to elaborate or explain certain points.

Links with Other Policies

- Teaching and Learning Policy.

Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	☑	☑	☑	☑	☑

Status of the policy or process:	New policy or process		Existing policy or process	
	☐		☑	

Analysis			

Protected Characteristic	Impact analysis			Explanation of impact analysis
	Positive	Neutral	Negative	
Age:	☐	☑	☐	
Disability:	☐	☑	☐	
Sex:	☐	☑	☐	
Gender reassignment:	☐	☑	☐	
Race:	☐	☑	☐	
Religion or belief:	☐	☑	☐	
Sexual orientation:	☐	☑	☐	
Marriage or civil partnership:	☐	☑	☐	
Pregnancy and maternity:	☐	☑	☐	
Student groups (PP/SEN/CLA):	☐	☑	☐	

Evaluation and decision making	
Summary of action taken:	
Final decision:	