Murray Park School Marking and Feedback Policy

Date of adoption	Autumn 2015
Originator	Robbie Beattie
Title of Policy	Marking and Feedback Policy
Date of review	Summer 2023 By Nick Lynn
Next review due	Autumn 2025

Marking and Feedback of Assessment and classwork

A RENEWED APPROACH

- **Green** pen for all teacher comments.
  Red pen for students.

- Teacher to only provide in depth marking (WWW/EBI/annotations etc.) for assessments with students responding to feedback in red pen. Teachers can mark more frequently if they wish.

- Regular verbal feedback to be provided for lesson work and evidenced through red pen improvements by students in books. Peer and self-assessment can also be used.

CHECK – IDENTIFY – RETEACH - IMPROVE

- **Check** your students' books regularly and **identify** any strengths, good examples, misconceptions, common mistakes, knowledge gaps, issues with presentation or literacy.

- At the start of your next lesson with the class, verbally feedback and display your findings, getting the students to note down the key messages in red pen. Use a visualiser to share model examples of work with the class.

- Plan retrieval activities to help address the gaps in knowledge identified and **reteach** key knowledge, concepts and processes using modelling and scaffolding. Again, using a visualiser will be a powerful way to show best practice.

- Students should then be given the opportunity to **improve** their work in red pen.

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MAINTAINING STANDARDS

- Books checks by staff are essential in ensuring that the quality of work and presentation is maintained.

- Continue book checks by HoDs to ensure quality of work and presentation standards are maintained. QA on T&L to ensure checks and feedback are being provided. Pre and post tests should still be used as a diagnostic tool.

- Regularly review the data to evaluate impact.

According to John Hattie (Education researcher), the single greatest moderator on students' learning is the quality of feedback a student receives, along with setting specific, challenging goals and trying to innovate where possible. For learning to be effective, students must be able to commit information to their long-term memory. This means that for classroom feedback to support learning, it must be focused on ensuring that new information or skills are embedded and that schemes of work within the curriculum support opportunities for students to demonstrate that the topics have been retained. Therefore, assessments and feedback within each subject and across all lessons should function to inform the teacher of how each student has progressed and whether information has been sufficiently retained. Knowledge and skills can be identified as being 'residual' (knowledge that must be retained as a foundation to all subject work) and disciplinary (skills that are required for the residual knowledge to be deployed).

Whole Class and verbal feedback

Verbal feedback will take place in every lesson for most students and will be used to provide instant feedback about tasks and learning. Whole class feedback will also be used regularly, especially when there are common misconceptions within classwork. Teachers will circulate during lessons and speak with students as they complete the classroom activities and carry out live marking in support of verbal feedback. Students should respond to this feedback with red pen responses where needed. Teachers will question, provide feedback, redirect learning, facilitate self-assessment, and direct their intervention in a way which takes learning forward.

Students should reflect on their own and others' learning

This involves students using success criteria to assess themselves and each other. The expectation is that teachers will plan for students to have these opportunities in lessons – such reflection will be completed in red pen and may be supported with Yellow Box

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Feedback. Self or peer review/marking never replaces the need for the teacher to provide feedback on students' work, but it is another tool that helps to inform teachers. Students will be expected to reflect on their learning and respond to feedback from the teacher, which may involve the use of 'My Response Is' (MRIs) and will be written in red pen in all cases.

Formative Assessment and Feedback

Formative assessments should provide feedback on classwork and the development of student ideas and understanding. These should place regularly with pre/post-tests where departments utilize these, regular feedback and questioning in class, peer and self assessments, and potentially Yellow Box tasks that help students to reflect on their own work.

Summative Assessment and Feedback

Summative assessment must happen a minimum of once every half term for all students and the results will be recorded on Go4Schools. Based on their performance on these assessments, they could be awarded a 'threshold level'. This will be between Emerging and Mastery Plus at KS3 and will be ranked alongside the new 1-9 GCSE grading system at KS4. The banded thresholds of knowledge and skills are used to give students ongoing and personalised formative feedback on their day-to-day work, focusing on how to improve and move beyond their target grades in each subject. Written feedback to students on this should focused on the acquisition of skills.

Summative assessment comments should:
- link to objectives, outcomes and success criteria.
- feedback on progress and praise e.g. WWW.
- identify ways in which students can improve their work e.g. EBI.

To support staff workload, this could include the use of a numerical code, which is then displayed on screen or PowerPoint in the following lesson when the work is handed back to students. It could resemble the one below and will necessitate a red pen response from students.

1	Requires more detailed explanation to showcase your ideas.
2	Lacks evidence to support your point. What other evidence could you add?
3	Needs a concluding argument to sum up your answer.
4	Point does not make sense, consider re-drafting.

• Summative assessment will also include a response by students after they have received and understood the feedback they will respond in red pen to correct and improve their work.

• Staff may use 'Yellow Box Marking' to expand the student MRI. This involves a yellow highlighted box with a question from the member of staff. The student is expected to create an MRI that fills the size of the box, thus pushing students to extend their responses over time.

Tracking progress and reporting to parents

In terms of tracking progress and reporting to parents we can look at how students are performing, relative to their baseline. At KS3, the following tracking is used in summative assessments and for Go4Schools tracking.

MASTERY PLUS	Indicates students have developed an exceptional understanding of the topic/subject and have gone beyond the level expected of most students.
MASTERY	Indicates students have developed an excellent understanding of the topic/subject and have shown a strong grasp of the required information or skillset being tested.
SECURE	Indicates students have developed a sound understanding of the topic/subject and have demonstrated good knowledge and their work reflects that they can consistently employ the skills being tested.
DEVELOPING	Indicates students are developing their understanding of the topic/subject and have some of the required knowledge and are beginning to employ the skills being tested, though this may not be consistent.
FOUNDATION	Indicates students are developing some understanding of the topic/subject and can use a select some information to support their ideas. They show some understanding of the skills being tested, though this is not always consistent.
EMERGING	Indicates students are beginning to develop some understanding of the topic/subject and show that they can draw upon some basic examples to show their knowledge. They show a little understanding of the skills being tested, though this is not consistent.

At KS4, in line with government policy, Murray Park School uses the new GCSE grading system to assess work. This is used for both formative assessments, mock exams and for Go4Schools tracking. The conversion table for the GCSE grading system is shown below.

Grading new GCSEs

New grading structure	Former grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
	E
2	
	F
1	
	G
U	U

Marking for Literacy – Whole School Policy

To support the Whole School Policy for Literacy, departments should be aware of and use the following key principles and marking symbols when marking students' work. All books should have the whole school Literacy and Presentation Guidelines stuck in the front of books and they should be adhered to. In addition to the whole school Literacy Policy, the following symbols will be used when marking students' work:

Mark	Means…
Sp (in margin/above word)	You need to check the spelling of this word
C	A capital letter is needed
P	A piece of punctuation is missing.
//	Mark in where the paragraphs should be.
/	A new sentence should start.
WWW	What Went Well
EBI	Even Better If
?	This doesn't make sense when you read it

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Student absence

Where a student is absent for a period of time and misses classwork, the classroom teacher will ensure that this is caught up with either via verbal discussion and classwork photocopied from students in class or through a homework task to ensure key skills or knowledge is not lost. Microsoft Teams can also be used to ensure that resources and lessons are communicated to students following an absence, as resources can be uploaded with ease. It is proven that attendance is directly linked to attainment and progress throughout education. Over the course of an academic year, 90% attendance still equates to 19 days of lost learning and, within Murray Park School, 95 lessons. A DfE report from 2014 noted that pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons and the same pattern is repeated with Progress 8 scores. Therefore, where students miss periods of time resulting in lost learning, staff, parents, and students must work together to ensure work is covered and gaps in knowledge or skills are closed.

Further reading:

Black P and Wiliam D (1998) *Inside the Black Box: raising standards through classroom assessment*. London: King's College School of Education.

Black and Wiliams' research: "Assessment and Classroom Learning".

Black and Wiliams research: "Developing the Theory of Formative Assessment".