

**Netherhall School**

*An Ambitious, Caring Community*



# Marking & Feedback Policy

**Adopted by Netherhall School Governing Body**

**On: 20<sup>th</sup> August 2020**

**Signed:**

**(Jan Clarke, Chair of Governors)**

**Date by which the procedure was last reviewed: 20<sup>th</sup> August 2019**

**Anticipated review date: 20<sup>th</sup> August 2021**

## **Equality Act 2010**

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.



## Introduction

Marking is the on-going assessment and feedback used to support students' achievement. It scaffolds the development of students' knowledge, understanding and skills, supporting their achievement and leading to improved attainment.

### Frequency of marking and feedback

High-quality feedback is time sensitive. Following the work, the sooner feedback is given the more relevant, useful and effective it is. Therefore, it is paramount the teacher judges when to provide high quality formative assessment and students' response to feedback. (It should be noted that this aspect of marking and feedback will be a key point for discussion during work scrutiny – see appendix 1)

### Consistency

Consistent correction of English across all subjects is one of the key elements to improving students' use of English.

### Spelling, punctuation and grammar

A uniform marking code will be applied to students' work. The teacher marking codes are consistent with the information included in the student planner:

- / Sentence break needed.
- **NP //** Paragraph needed.
- **Sp** Spelling error.
- **P** Punctuation.
- **CL** Capital letter needed or incorrectly used.
- **FS** Write in full sentences.
- **T** Wrong tense used.
- **??** Meaning not clear.
- **NSE** Non-standard English/ slang.
- **^** Word missing.

### Formative assessment

Formative assessment can be written or verbal. The structure is the same whichever medium is used; it should be diagnostic, positive and constructive.

### The presentation of feedback

Feedback should be:

- legible – students have to be able to read the feedback;
- appropriately positioned and presented to give it significance and convey its importance;
- given in a format and language that students can understand;
- written in red, which distinguishes it from students' existing work;

When work has been improved by students it must be marked by their teacher in a green pen, so as to distinguish it.

## **The content of feedback**

The framework for giving feedback needs to be consistent within subject areas. This supports students' understanding, particularly when they move between sets, groups, new timetables, etc.

### **Feedback content should:**

- assess against, and refer to, the assessment criteria;
- give guidance to improve literacy: spelling, punctuation, grammar and the structure of writing;
- give feedback on the presentation and organisation of students' work (see Appendix 2);
- highlight and praise strengths;
- identify what is not correct and give guidance as to how to improve;
- be used by the student to support learning and progression.

Some departments choose not to share grades with the students until they have read and used their feedback, as students tend to focus solely on the grade. There is much truth in this; it is a view supported by many of the authorities on assessment: Dylan Wiliam, Professor Black, et al. It is at the discretion of the teacher, as to when this approach is appropriate.

## **The use of feedback**

The critical point is that students use the feedback; this should be a systematic part of the teacher's pedagogy. Students should have an opportunity to act upon and learn from their feedback. A useful technique is to incorporate the review, evaluation and action on feedback as a starter activity in the post-marking lesson(s). The teacher circulates the class during the starter activity and checks whether the students are completing corrections accurately and using feedback effectively.

It is also useful for students to give a written response to feedback stating what they have learned and understood from the teacher's feedback and how they plan to use the feedback for improvement. This allows the student to think about, construct and internalise a response. This supports the notion of marking and feedback as a continual process of improvement (closing the circle), for feedback not to be viewed by the student as a series of unrelated episodes. The more a student is encouraged to be an active participant and to view marking and feedback as an on-going process the more effective feedback becomes. Student responses must be in green pen to distinguish it from the original work.

## **Work Scrutinies**

Work scrutinies take place every two weeks through line management to monitor, evaluate and review the marking and feedback of each department. (See attached appendices for subject specific criteria).

To gain further insight into the effectiveness of marking and feedback across a range of subjects, whole school work scrutines will take place three times a year and will focus on student voice; selected students will be asked to bring books from specific subjects. Feedback from this will be shared with colleagues through a teaching and learning briefing and discussion at department meetings will also be encouraged.

## **Conclusion**

High-quality marking and feedback has the potential to foster powerful relationships between teachers and students and aids progress. Students know and appreciate when their work has been marked thoroughly and constructive guidance for improvement provided.

## Appendix 2

### Netherhall School Standards in Exercise Books

The key to high standards of presentation and organisation of students' work is: firstly, for teachers to set clear and high expectations and to insist on a minimum standard; secondly, for teachers to be consistent when applying the expectation and standards and reinforcing them through their interaction with students.

1. The only information on the cover of student exercise books should be: student's name, subject, group and teacher's name. There should be no graffiti.
2. All loose sheets must be appended into students' books
3. Never Heard the Word tables must be visible in students exercise books.
4. No pages should be torn out of exercise books.
5. Students' work should be completed. When one looks at the students' books there should be a sense of the work being finished and completed to a high standard.
6. Each piece of work should begin with the previous piece of work ruled off. There should be a title and date, both of which should be underlined.
7. Any mistakes should be crossed out neatly with a single line drawn with a ruler, for example, ~~freind~~ friend.
8. If a student does not keep these standards, the subject teacher should deal with this initially. If required, parents should be contacted and a replacement exercise book purchased.
9. If that is not the end of the matter, the Head of Department should be involved and, if necessary, the Form Tutor/ Head of Year.
10. The standard of students' work will be central to work scrutiny.
11. The school's guide to the presentation of written work is included in the student planner; it is a useful reference point for both Staff and students.

