



Co-op Academy
Bebington

Marking & Feedback Policy September 2019

Agreed/Review by Governors March 2019

Assessment (AfL), Feedback & Marking Policy.

Definitions.

Within this policy the term **assessment** is mostly a reference to a **process** by which the teacher observes the outcome of a student's activity, makes an evaluation based upon that observation and determines an action to be taken with the intention of improving the student's learning and understanding.

Feedback is used to describe any response teachers make to a student's task outcome, a subset of which would be **marking**. **Marking** refers to those responses which are at the end of a more deliberative consideration (marking a test/ set of books) and/ or which might provide a physical record of a teacher's feedback.

Aims.

This policy and associated procedures for implementation outlines the school's strategy to ensure the highest quality in assessment. The policy recognises the importance of assessment, identifies responsibilities of staff at all levels and incorporates procedures in implementing assessment.

The purposes of assessment are:

- To identify the positive achievements of each student and the areas of their work that need to be improved. It involves both formative and summative assessment. Formative assessment is aimed at recognising the positive achievements of each student and identifying the areas of their work that need to be improved. Summative assessment, which takes place at least once a half-term, enables the tutor and student to know how the quality of a student's work relates to the standards of external awarding bodies and to help students to set their targets.
- To further identify learning and additional support needs so that appropriate help and guidance can be provided. Assessment can also identify which students would benefit from more challenging work.
- To enable the teacher and student to know how the quality of a student's work relates to the standards of external awarding bodies.
- To inform the process by which students' targets are set for attainment.
- To allow teachers to evaluate students' understanding and progress and decide whether the way courses are taught and managed needs refinement or modification.

In particular we aim:

- To help students understand how they will be assessed and how their overall progress will be monitored and to encourage them to evaluate their own performance in order to achieve their personal targets.

- To provide a framework which both allows students to take responsibility for their own work and at the same time underlines the importance of meeting deadlines and fulfilling commitments.
- To ensure that departmental records are kept of the standard to which each student is working each term to provide suitable intervention and to inform further teaching.
- To ensure that central records are kept of the standard to which each student is working each term, and to enable this to be compared to a guideline grade for each student based on previous achievement.
- To ensure that assessment, internal verification and moderation procedures and practice follow regulatory body requirements.
- To do our best to ensure that students' work is free from plagiarism and that bad practice is avoided.
- To ensure that those with a legitimate interest, such as parents, are informed clearly and regularly of students' progress.
- To support tutors and teams by making available appropriate staff development and resources, and by encouraging shared good practice across curriculum areas.
- To obtain feedback from students to check how the policy is working as part of the quality assurance system.

Assessment (AfL).

In order for learning (and thereby teaching) to be effective and efficient, it is essential that regular opportunities are made by the teacher to observe evidence of a student's current understanding, i.e. that the student's learning is made visible. Only if tasks are well designed to enable students to display indications of success and failure will a teacher be able to determine the correct pace and challenge of learning. Tasks will be well designed if they allow success or failure of well-defined learning objectives to be seen; what the teacher expects to see will then be well defined learning outcomes.

Tasks may, or may not, take a long time, such as an exam, but even a simple question will provide an opportunity to make learning visible if well designed. When teachers are designing tasks and activities to make learning visible, they must consider how they can see the learning of all students. Individual needs of students must be taken into consideration.

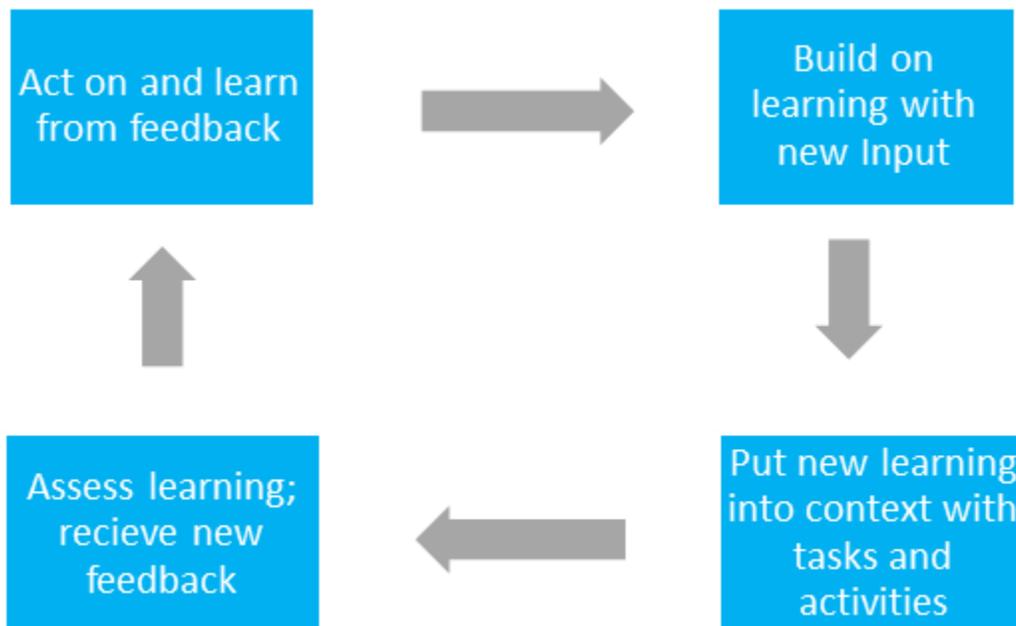
Feedback and Marking

Quality feedback.

Quality marking and feedback should be a cyclical process and involve all stakeholders, knowledge and understanding leads to relevant activities that put the K&U into context, marking and feedback, which may be visible through the marking of books, then takes place and students, crucially, must review and act on feedback. Marking must always be for progress, when completing revision for tests and formal exams student's exercise books, not expensive revision guides, should be their first port of call.

The Report of the Independent Teacher Workload Review Group in 2016 concluded that marking should be meaningful, manageable and motivating.

Timely developmental marking and feedback in books should ensure that students are motivated and put at the centre of their learning.



Principles for feedback and marking.

In order to meet the aims of the assessment policy it is essential that a review of learning takes place to provide quality feedback to students and information to teachers, these reviews may be in many forms:

- written comments from a teacher,
- written comments from the student,
- written comments from another student,
- discussion between teacher and student,

- discussion between students,
- exposition from the teacher to a group or class of students.

Teachers should follow these guidelines when providing feedback to students:

- **Presentation:** where presentation does not meet minimum expectations and is detrimental to the quality of the work, then a teacher may selectively make comment upon this. Teachers should ensure, though, that the overall aim of their comments is focused on learning. It is expected that all work should have a date and a title underlined with a straight edge. If work is poorly presented, a concern is raised and subsequently if a student is still not taking time and care in their book, redrafting of work may be necessary.
- **Improvements/corrections:** in general, no more than 3 on any one piece of work. Teachers should undertake written feedback that is selective, targeted and uses precise language. This needs to be facilitated in class during directed improvement and reflection time (DIRT), the frequency and amount of time spent completing DIRT work will depend on the subject and piece of work. During this time teachers will move around the class devoting time to engage in dialogue with students to ensure they understand what they need to do to improve.
- **Attainment/ progress feedback:** teachers should feedback attainment to students with reference to each student's Progress Pathway. Teachers should then use their professional judgement to determine whether a piece of work is in line with this Pathway and suggest improvements/steps to improve next time.
- **Attainment grades:** if work is to be graded then reference must be made to the departmental criteria for each Progress Pathway. In grading work teachers must ensure that students are aware of the scope of that grade and the criteria for moving to the next.
- **Target Progress Pathway:** students will have an Expected Progress Pathway assigned in line with the school policy and should be shared with students.
- **Tests:** where an exercise consists of students answering a series of equally weighted questions (e.g. a spelling test) then teachers may use their discretion to put a mark out of the total (e.g. 7/10). They should though remember that all feedback should be related to clear assessment criteria and that such a mark clearly does not. Also, research shows that students will be far more concerned with getting 7/10 than the implications of this. It would therefore be advisable to add a comment relating to the assessment criteria for the test and/or ensure that follow up corrections take place.
- **Effort:** no grading should be made of effort on students' work as this will distract them from the key focus of learning, feedback in exercise books should be task driven not ego driven (Dylan William), praise etc is best delivered in person to the student or via the school reward system. Teachers may, however, wish to make their own records of student effort in their mark book. Where poor effort is detrimental to a student's learning, teachers may comment upon this and implement the departmental strategy to ensure that the student does not fall behind.
- **Self and Peer Feedback:** It is perfectly acceptable, as stated above, for written feedback to be self or peer student assessment; in such cases, the structure of feedback should be similar, and teachers should verify the content and accuracy of statements.

- **Teacher Feedback:** whilst essential to aid students' progress it must also be manageable for teachers. Hence teachers should try to use a range of the feedback strategies and not just written comments. As a rule of thumb for frequency of feedback, any piece of work forming part of a teacher's recorded assessment of a student's progress should receive feedback. Note that this does not refer solely to summative key assessments but to all pieces of formative assessment.
- **Literacy:** All teachers should be aware of the importance of developing students' literacy skills and therefore should mark for literacy. The following symbols are standards that should be used to indicate common errors. It is not necessary to identify every instance of such errors, but consistent errors should be highlighted as should errors which would invalidate written responses in exams (e.g. misspelling of key words, lack of clarity in explanations, etc). All errors in subject terminology should be marked. In order to reinforce the assessment of literacy skills, teachers may choose to focus on selected pieces of work and make explicit assessment objectives relating to literacy. In subjects where literacy forms part of the assessment rubric for their exam then periodic assessments should focus on literacy as part of normal teaching and be fed back upon as any other work.
- **Literacy symbols:** Literacy errors will be underlined or circled in the work and the following literacy symbols will be used in the margin:

In the margin	Explanation	Action for the student
Sp	Spelling mistake	There is a spelling mistake here. Your teacher has indicated the correct spelling in your book. Please write out the correct spelling three times in the space indicated.
C	Lack of or incorrect use of a capital letter.	Insert a capital letter if it is the start of a new sentence or a proper noun. If it isn't, you have used a capital letter incorrectly.
P	Punctuation error.	There is an error with punctuation. Please correct or be aware next time.
Exp	Expression or meaning is unclear.	Correct your work to make sure that it is clear and makes sense.
N.P. or //	New paragraph is required.	Start a new paragraph here to show a change of time, place, topic or person (TIP TOP).
G	Grammatical error.	Correct the grammatical form of a word, e.g. 'were' instead of 'was'.

Roles of key personnel.

Students will:

- Produce work presented to the best of their ability.
- Read through any teacher feedback and act upon it in allocated lesson DIRT time.
- Complete any DIRT work in a different coloured pen (preferably purple).
- Take charge of their own learning and use resources such as the schools SharePoint site and GCSE pod to develop independence.

Teachers will:

- Keep a record of the progress pathways of their students.
- Record sufficient data of their assessments for each student to enable them to write reports and to provide feedback on a student's progress.
- Share assessment criteria with students.
- Ensure DIRT time is given in lessons to allow students to reflect and respond to feedback given.
- Mark students' work in accordance with the policy, in particular using targets for improvement and measuring progress against academic targets.
- Deploy departmental tracking systems effectively.
- Inform Curriculum Co-ordinators / parents when they have cause for concern about the progress of a student.
- Follow the guidelines in this policy and subject specific directions from the Curriculum Co-ordinator about the format, frequency of assessment tasks, their marking, feedback and moderation.

Curriculum Co-ordinators will:

- Ensure that members of their department adhere to the policy consistently by periodically sampling the marking of teachers.
- Provide schemes of work that clearly identify Key Assessment opportunities.
- Through departmental staff, monitor the progress of students in each year as a whole and work towards meeting departmental academic targets.
- Support teachers and students in their department when students are underachieving.
- Liaise with Progress Leader when they have cause for concern about the progress of a student.
- Evaluate the quality of assessments, marking and feedback within their department regularly to ensure that the frequency and quality make a difference to students' learning, including all sub-groups.

Progress Leaders will:

- Monitor the progress of all students, including all sub-groups, in their year across all subjects, identify students at risk and work towards meeting the whole school academic targets.
- Organise and manage suitable intervention to support the progress of identified students.
- Liaise with and support teachers, students and parents when students are underachieving across a number of subjects.

Leadership team will:

- Monitor the implementation of assessment, marking and feedback strategies specified in the whole school policy and by the Curriculum Co-ordinator to ensure their effectiveness.
- Monitor the adherence of teachers to the policy by periodically sampling the marking of students' work from all departments.
- Through Curriculum Co-ordinators and Progress Leaders, monitor the academic progress of cohorts and work towards meeting whole school academic targets.
- Support teachers and middle managers in emphasising the importance of homework to parents and carers and intervene where appropriate.

