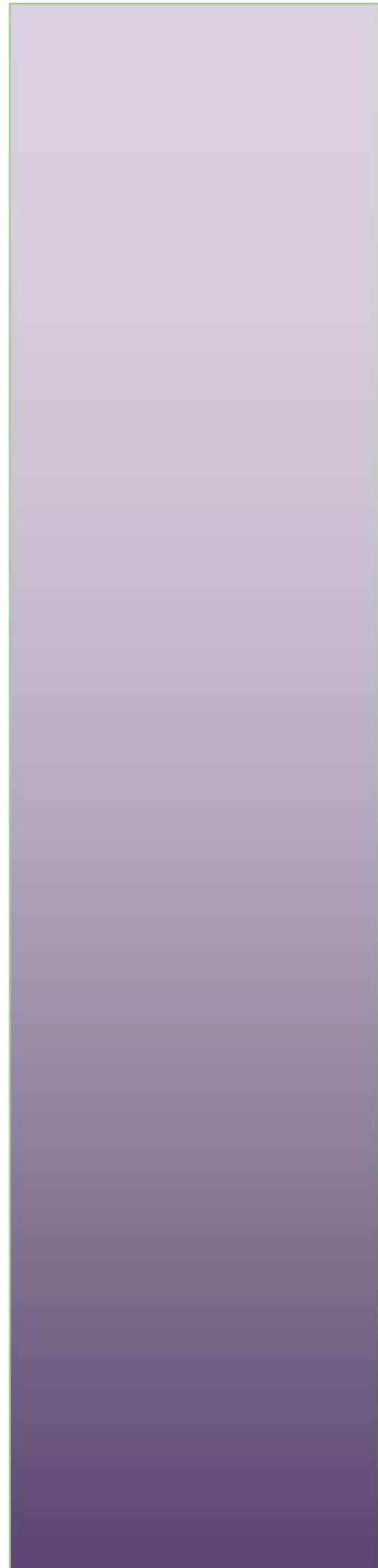




# SOUTH MOLTON

COMMUNITY COLLEGE

— supporting success —



# Marking and Feedback Policy

**Adopted by the Governing Body: March 2015**

## Rationale

Excellent teaching and assessment are central to students' high attainment. Marking is regarded as an integral part of the continuous dialogue between teachers and students about how well they are learning. The principles of feedback should be applied consistently across the school in order to provide better support for students' learning and a clearer picture of the students' progress throughout their school career. Marking should sit within the school's comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to students' needs and clarity focused on raising achievement.

## Purpose

- ★ To monitor, evaluate and review student's current stages of progress, and identify their next steps for progress and improvement.
- ★ To give students accurate feedback on their progress and achievement.
- ★ To promote a positive self-image and growth mind-set for students, in accordance with school aims, and through this, encourage them to value and take pride in their work.

- ★ To celebrate and reward students' achievements and progress.
- ★ To agree and set challenging targets for improvement.
- ★ To standardise the marking procedures throughout the school.
- ★ To enable students to self- evaluate their work and take and take responsibility for setting their own targets.
- ★ To provide evidence for assessment, recording and reporting.

## Outstanding marking

- ★ Should be criterion referenced.
- ★ Should relate to progression.
- ★ Should inform future teaching and learning.
- ★ Should be formative and informative and should indicate to students, parents and staff what has been done, how well it has been done and agreed targets.
- ★ Should create a dialogue between student and teacher, ensuring a shared understanding of how to progress.
- ★ Should raise the achievement and self-esteem of learners by providing them with prompt, regular and diagnostic feedback about their work to engage them in their learning.
- ★ It should encourage students to reflect and improve their work before moving on to the next piece of work.

## Expectations of teachers and students

- ★ Teacher's marking provides clear information about why students have done well. It includes detailed suggestions and targets for improvement, creating a continuous dialogue that takes learning forward. It guides them towards their next steps.
- ★ Marking can be written or verbal feedback can be given, which students record in their exercise books.
- ★ Teachers provide opportunities for students to reflect and respond to this advice with Dedicated Improvement Reflection Time (DIRT) built in to lessons for work to be improved or developed.
- ★ Well-understood systems for sharing targets and regular reminders during lessons ensure the students maintain very sharp focus on what they need to do to improve.
- ★ The careful marking of work and feedback by staff ensures that misconceptions are identified precisely and addressed swiftly.
- ★ Assessment is used exceptionally well to identify all students' next steps in learning and to plan the curriculum.
- ★ Where work was all correct, a further question or challenge is occasionally presented and, in the best examples, this is developed into a dialogue between teacher and student.
- ★ Marking is clear, positive and student friendly and is fully integrated within the rewards system, particularly at KS3.
- ★ Work is returned promptly to students within a reasonable time frame, depending on frequency of lesson and type of assessment.
- ★ Students have frequent and planned opportunities to assess their own work and that of other students in the class.
- ★ Students have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- ★ Students clearly know their targets and frequently review them to evaluate what they need to do next.
- ★ Students have opportunities to respond to feedback and improve their work.

## Monitoring

The marking policy guidelines provide a framework to ensure a balance between consistency across the whole school and flexibility between departments. The Principal is responsible for ensuring that the policy is implemented and monitored. Heads of Departments are

responsible for ensuring that departmental marking procedures are written in accordance with this policy. Heads of Departments, Heads of Year and the Senior Leadership Team are responsible for carrying out random book samplings every half term to ensure that whole school and departmental marking policies are being followed. Discussions between Heads of Departments, Heads of Year and the Senior Leadership Team will take place following book sampling to discuss the outcomes and to evaluate if progress has been made by teachers.

The marking policy is written in the context of the Teachers Standards 2012, which states that teachers should:

**Promote good progress and outcomes by pupils:**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their knowledge, and 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 work and study

**Make accurate and productive use of assessment:**

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

## Feedback Policy

This is the Policy for all staff at the College and it represents the minimum requirement for marking and feedback.

- At least once every half term books/folders should be marked
- Once a half term, there must be 'DIRT' (Dedicated Improvement Reflection Time) built into lessons for work to be improved and developed.
  - For this piece of work there will be a highlighted YELLOW box. The size of the box will determine how many improvements need to be done.
  - This same piece of work should contain WWW (What Went Well) and EBI (Even Better If)
  - Work can be stamped with the 'DIRT' stamper/sticker to indicate that 'DIRT' will take place.
  - Staff are to mark in purple and pupils to respond using green pen.
  - Sp In the margin shows a spelling error.
  - T1 In the margin shows an error with the literacy focus.
- Verbal feedback should be recorded by pupils as evidence of Pupil-Teacher dialogue (books can be stamped with 'verbal feedback' stamper).
  - Departments may wish to use a Prompt Bank for marking. This should be visible in pupils' exercise books. Students should write out the full prompt in green during 'DIRT' in order to show that they have read their feedback. Teachers can then respond to whether the student has acted upon the advice given in later marking.

Ofsted judgement	Comments that have been taken from recent Ofsted Inspections
<b>Outstanding</b>	<p>A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and had raised the standard of their work.</p> <p>Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed. Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.</p>
<b>Good</b>	<p>The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding.</p> <p>Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school.</p> <p>The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for pupils. Too many persistent errors in pupils' work are overlooked.</p>
<b>Requires Improvement</b>	<p>The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful comments which explain what pupils need to do to improve. In too many classes, however, basic errors are not corrected and previous learning is not reinforced sufficiently.</p> <p>Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given the time to respond to teachers comments in their books.</p>

## Improving written feedback

