Policy for

Marking & Feedback

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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Version No	1
Policy Level	Local
Staff Groups Affected	All Staff

Contents

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Samantha Campbell

Principal

July 2021

2. Purpose – Aims & Objectives

To provide a clear and consistent structure for giving written feedback to all students in line with the principles of Assessment for Learning. Implementation of this policy is the responsibility of all teachers and instructors and will be monitored for efficacy by the Middle Leaders and SLT. Learning support assistants may be asked to mark under the direction of the class teacher.

3. Rationale

At Spring Hill School, we recognise that marking of students' progress and attainment and assessment of their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills. Marking is most effective when the student knows:

- The purpose of the task

- How far they have achieved this

- How to move closer towards their goal of learning.

It should be done in order to help students make progress. It therefore needs to be meaningful and motivational for students but at the same time it should be manageable for teaching staff.

However, we recognise that for some students, marking and feedback can have very little meaning or may trigger behavioural or stress related reactions. For these students, feedback is more likely to come immediately after a task in the form of praise, reward or another form of verbal feedback. In these instances, a verbal feedback stamp should be used.

4. Basic Marking and Feedback

- All reasonable opportunities should be taken to check students work at regular intervals to ensure expected standards are being met.

- Work should be well presented, of good quality, include ability appropriate SPaG and show progress over time. When work falls below the expected standards, this should be challenged by the teacher.

- Each chunk of learning should include a date and either a learning objective, outcome or success criteria.

- A tick may be used for correct work and a cross or dot may be used for work that is incorrect or needs to be reviewed.

- Where a specific area of student learning requires improvement, this area should be clearly identified using the ⌐ symbol e.g. a misconception or an underdeveloped skill.

- To indicate the best parts of student work, a ✓✓ symbol may be used. Stickers or stamps may also be used based on age and appropriateness for the student.

- Significant errors should be corrected by students, though this is not expected to be in-depth or comprehensive.

- Work will be marked in green.

- Any work that needs to be corrected should be done so by the student in purple.

- Some students may require different levels of support in order to complete a task. Progress over time may therefore be reflected in decreased levels of support required. Where this is the case, the following assessment symbols may be used.

- **LOH** – Lots of help needed (the student required lots of physical or verbal support or tools to complete the task, activity or objective)

- **SHN** – some help needed (the student required some physical or verbal support or tools to complete the task, activity or objective)

- **TIW** – Totally independent work (the student could complete this independently with only minimal support from tools)

5. Deeper Marking and Feedback

Within each half term, teachers should take at least one opportunity to provide more detailed marking and feedback. This could include an extended writing opportunity, a challenge task, a final project, a review or other assessment. This is a chance for students to reflect further on the marking and feedback they have received in order to consolidate or extend their knowledge, understanding or skills in that subject.

For some students, deeper marking and feedback may not be appropriate. In these instances, other forms of feedback such a stickers, stamps, and verbal feedback may be

more appropriate; though opportunities for consolidation and review of skills should be encouraged.

At the end of a unit of study, staff will RAG rate student progress on a pre- and post-assessment sheet or on a subject specific tracker. These may include subject specific trackers, accreditation criteria sheets or tracking of progression in therapeutic or holistic development. In some subjects, especially in Oaktrees, progress will be tracked using the assessment symbols in Appendix 2.

6. Further Information

Internal and external moderation will be undertaken to produce consistent standards between different teachers. Work that is completed for external examinations should be marked using the marking criteria of the awarding body.

Work sampling will take place regularly, at least once per term and will focus upon specific aspects as shown in the book/work scrutiny proforma in Appendix 3. Best practice will be shared across the provision.

7. Roles and Responsibilities

In order to secure shared ownership of this policy, roles and responsibilities are identified in Appendix 4.

8. Appendix 1: Marking Symbols

	Finger spaces
	Punctuation mistake
_____	Spelling mistake
( )	Not very clear – check it makes sense
T	Think about your tense
∧	Add something here
//	New paragraph or new line

9. Appendix 2: Assessing your work

Assessment Colour	What it looks like
	I can answer few questions; can use one or two key words and I understand this just a little bit _or_ I needed lots of tools or an adult to help me. I need to practice this some more. LOH
	I can explain some of my work and use lots of key words and facts. At least half of my work is correct. I can correct some things with help and I can explain some things to my friends, but I can sometimes forget or make mistakes. I'm almost there. SHN
	I think I get it. I can explain this to my friends using key words and facts and make almost no mistakes. I am ready for a challenge. If I get help it may just be a quick reminder or looking through my books to help me TIW
	I have completed a challenge or extension task and have shown expertise in this area. I can teach this skill to another student.

10. Appendix 3: Book/Work Scrutiny Record

| Date: |
| Class: |
| Teacher: |

A sample of ….... books examined by ………………………….

Focus Group (Highlight)

Formal

Semi-Formal

Post-16

Bespoke

Subject …………………….

Marking	O	G	RI	I	Comments
Is the work marked appropriately, according to the SHS policy?					
Is there a response leading to dialogue?					
Is there a pertinent comment e.g. about how the work meets success criteria?					
Is there a target set?					
Standard of Work and Level of Challenge	O	G	RI	I	Comments
Is the work legible and well presented?					
Is the task appropriate to the age/ability of the student?					
Is the work suitably challenging?					
Has the student engaged with the task? If not, why not?					
Differentiation	O	G	RI	I	Comments
Is there evidence of differentiation by task or by outcome?					
Is there evidence of extension activities for more able students?					
Is there evidence of support procedures for low achievers?					
Content Covered and Progression	O	G	RI	I	Comments
Does the content relate to the Scheme of Work?					
Is the amount covered appropriate for the period under review?					
Can progression be seen and in which areas?					
Is there evidence that the student has acted upon targets for improvement?					
Evaluation/Targets for Teacher/Instructor/LSA					

11. Appendix 4: Roles & Responsibilities

Role	Responsibility
Teacher/Instructor	• Ensure work is marked in accordance with the expectation of the Marking and Feedback Policy • Advise students on how to improve the level or grade for the section of work in their books • Ensure progress is RAG rated • Regularly update assessment and tracking systems • Ensure that students are provided with tasks and time to allow for response to deeper marking in line with the marking policy • To share good practice with book marking in meetings • To oversee and give advice to learning support assistant who give marking and feedback in lessons
Middle Leaders	• To check marking of books/work on a regular basis • Ensure each subject area has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail • Ensure that staff marking and assessment is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given • Ensure opportunities are created each term to moderate key assessment activities to ensure consistency • Scrutinise assessment and tracking systems to secure completion and analyse data for areas of concern
Support Assistants	• To read through the comments written by teachers in order to guide any students they are working with in the class • Work in tandem with the teacher to plan lessons and ensure students are able to make good progress • Highlight any areas of concern to the class teacher in order for appropriate interventions to be put in place • Give marking and feedback to students under the direction from the teacher • Give verbal or written feedback to the teacher for small group or individual student tasks
Students	• With guidance from staff, occasionally mark their own or another student's work • Read comments by teachers • Respond positively to comments written by teachers • Put the best effort into book work • Keep high standards of presentation in book work and follow the expectations as per the marking policy
Leadership Team	• Devise and implement a programme to monitor the implementation of the Marking and Feedback Policy • To listen to feedback on the implementation of the new policy • Carry out formal work scrutiny as part of systematic Quality Assurance • Sample students' work on occasions (informal) • Formally recognise best practice and thank staff who consistently apply good/outstanding practice • Hold staff to account as appropriate