Feedback and Marking Policy

1 Philosophy
Marking and feedback can help raise pupils' achievement and self-esteem regardless of their socio economical background and ability. Effective feedback can help make the learners aware of their own progress and how they can improve. For teachers marking gives them the information they need to track the progress that pupils are making and informs their planning. Marking is an integral part of the continuous dialogue between teachers and students about how well they are learning and how to progress.

2 Aim
The aims of the assessment policy are to:
- Ensure that every pupil receives consistent feedback (in terms of format, quality, frequency…) throughout his/her time at Lampton.
- Create a dialogue between pupils and teachers.
- Ensure that achievement, progress and effort are acknowledged and celebrated
- Signal areas for development and provide strategies on how to improve to aid future planning
- Raise the achievement and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.

3 Principles of Feedback and Marking
We believe that marking and feedback is effective when it:
- Celebrates and acknowledges achievement, progress and effort;
- Creates a prompt and regular dialogue with the pupil
- Makes the pupil clear about the success criteria for a task and is directly related to these
- Includes constructive suggestions about ways in which the learner might improve his/her work;
- Is followed up by pupils and teachers

4 Practices of Feedback and Marking

Practice can be effective when pupils:
- are encouraged to comment on the work themselves before handing it in or discussing it with the teachers;
- are given the opportunity to peer assess in pairs or groups or self-assess
- are given adequate time to act upon the feedback given (e.g. at the beginning of the next lesson, at the start of the session, or for homework)
- are given planned opportunities for discussion about marking and feedback either as a whole class or in groups.
- feel positive about their work because of feedback they have been given

Practice can be effective when teachers:
- are selective in the aspects about which they choose to comment
- comment on positive aspects of the work and on areas for development;
- recognise effort as well as quality;
- use the information gained together with other information, to adjust future teaching and learning strategies;
- differentiate feedback to ensure that all learners know how they can move forward. This can be achieved by modifying the comments to suit the age and ability of the learners (if appropriate using codes or pictures).
- return promptly any marked work to the pupil.
- provide learners with opportunities to assess their own and others' work and give feedback
- avoid comparisons with other learners

Practice can be effective when the school:
- ensures that departmental practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school (although there may be variation in the way this is implemented depending on time available to teach and the number of different groups being taught by an individual)
- shares the Assessment, recording and reporting policy with all new members of staff and supports them so that their practice reflects school policy
- shares the principles of feedback and marking with parents;
- ensures that expectations are manageable for staff

Practice can be effective when the marking and feedback:
- focuses on success criteria
- is given in an appropriate way, for example verbally or written
- provide the teacher with an evaluation of learning that has taken place and therefore provides evidence to help them adjust future learning plans
- confirms when the learner is on the right track and suggests areas for improvement.
- provides a record of a student's progress in terms of previous areas for development
- provides information that helps inform future curriculum planning
- helps parents understand strengths and areas for improvement in their child's work.

See appendix 1 for an outline of expectations relating to feedback and marking.

5 Types of Feedback and Marking

*Feedback and Marking **for** Learning (sometimes known as formative feedback)*

When Feedback and Marking **for** Learning is used:
- A diagnostic or developmental comment is given;
- Feedback is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of learners

Feedback and Marking of Learning (sometimes known as summative feedback)

When Feedback and Marking **of** Learning is used:
- Pieces are graded or levelled

See L:\Marking and Feedback for details of different strategies that support effective formative and summative feedback

6 Monitoring and Evaluation
- The DHT i.c. assessment, the SLT team and Departmental Heads are responsible for the monitoring of the policy
- This will be monitored through a variety of methods including internal and external reviews, work sampling and during lesson observations.
- The DHT i.c. assessment and Departmental Heads will produce and implement an action plan leading to improvements to practice

7 Policy Review
This policy was created 04/02/16
Policy to be reviewed by 04/02/17

9 Useful Resources
- Formative Assessment in the Secondary Classroom Shirley Clarke 0-340-88766-4
- Inside the black box series, Kings College London
- Assessment for Learning – putting it into practice Black, Harrison, Lee, Marshall and Wiliam 0-335-21297-2
- Association for Achievement and Improvement through Assessment – http:/www.aaia.org.uk

For further information, support and advice please contact Alex Leggett on ext 232 or email aleggett@lampton.org.uk

Appendix 1: Marking and Feedback expectations

What	Frequency	What the teacher will do	What the pupils will do	Monitoring
Spelling, punctuation and grammar – subject specific and non-subject specific	On appropriate pieces of written work	• Teachers will mark for SPG • Teachers will use the generic conventions below when marking SPG P — Punctuation // — Paragraph cap. — Capital letter word underlined — Spelling sense? — Expression	• Pupils will correct any mistakes identified by the teacher	• All subject teachers through self-monitoring (professional standards) • Subject leaders / relevant TLR post holders through internal dept sampling • SLT through internal reviews/ work sampling/ external reviews
Maintenance marking	All work not marked in depth	• Teachers will tick or acknowledge work in some way to demonstrate it has been seen • All books should be marked once a fortnight – so when books are seen there should be no unmarked work for more than a 2 week period	• Nothing	• All subject teachers through self-monitoring (professional standards) • Subject leaders / relevant TLR post holders through internal dept sampling • SLT through internal reviews/ work sampling/ external reviews
Marking in depth and follow through	*at least* one piece of extended work as appropriate per half term	• Give feedback that should include 3 strengths and 1 weakness. This should be based on shared criteria • Give a follow-up action that is linked to improving the weakness identified. • Acknowledgement of how well pupils have worked should also be made, with reference to resilience and effort. • Build in time to allow pupils to engage with the feedback	• Pupils will complete the tasks identified by the teacher that are designed to improve the weaknesses identified through the teachers assessment • They will complete this in a purple pen • Pupil improvements should be easily visible to a non-subject specialist	• All subject teachers through self-monitoring (professional standards) • Subject leaders / relevant TLR post holders through internal dept sampling • SLT through internal reviews/ work sampling/ external reviews

		• Comment on improvements made after a pupil has responded to a teacher's feedback.		
Summative assessments	*at least* one piece of extended work as appropriate per half term	• Give a level or grade that reflects the quality of a piece of work or of a portfolio of work • Cross referencing the grade with target grades, identifying potential underachievement, addressing issues arising with individual pupils.	• Pupils to reflect on the level / grade they have achieved	• All subject teachers through self-monitoring; • Subject leaders/ relevant TLR post holders through SIMs analysis per subject and through internal dept sampling. • HoY through SIMS analysis per year group • SLT through SIMs analysis reports, internal reviews/ work sampling/ external reviews
Formal examinations	Once or twice a year depending on year group	• Teacher will level / grade individual questions and then use these to grade the entire paper / exam • Teacher may choose to provide formative comments in line with the expectations for "marking in depth"	• Pupils to reflect on the level / grade they have achieved • If appropriate pupils will complete the tasks identified by the teacher that are designed to improve the weaknesses identified through the teachers assessment	• All subject teachers through self-monitoring; • Subject leaders/ relevant TLR post holders through SIMs analysis per subject and through internal dept sampling. • HoY through SIMS analysis per year group • SLT through SIMs analysis reports, internal reviews/ work sampling/ external reviews
Peer assessment/self-assessment	*at least* one piece of extended work as appropriate per half term	• Share success criteria with pupils to help them to effectively assess work • Ensure that there are opportunities for SA and PA during lessons as part of regular teaching and learning	• Pupils will assess their own or other pupils' work using the shared criteria • Where appropriate pupils will complete the tasks identified by themselves or other students that	• All subject teachers through self-monitoring (professional standards) • Subject leaders / relevant TLR post holders through internal dept sampling • SLT through internal reviews/

| | | Build in time to allow pupils to engage with the feedback Ensure that pupils should have evidence in their books, files etc of the process and impact of AfL | are designed to improve the weaknesses identified through the self or peer assessment | work sampling/ external reviews |