

## Marking & Feedback Policy (Non-Statutory)

<b>Person Responsible:</b>	Assistant Headteacher T&L
<b>Date:</b>	July 2021
<b>People Involved:</b>	Teaching & Learning Committee
<b>Reviewed:</b>	Annually
<b>Adopted:</b>	November 2020
<b>Review due:</b>	Summer 2022

## **Marking and Feedback Policy**

### **Vision**

Marking and feedback should have the aim of developing understanding, identifying misconceptions and improving the progress of all students. Time spent on written feedback should be used effectively to prioritise its impact on student outcomes.

Our aim is to ensure students are aware of what they need to do to improve within each subject. It is important that students are able to independently recognise their strengths and areas of development, using knowledge gained from teacher feedback on how to improve particular areas. This allows for challenge and support to students through “Do Now” tasks and future planning, based on guidance from subject teachers.

Our marking policy is designed to encourage students to create their own revision guide as they go, emphasising the importance of focusing revision on the content they need to remember. Putting the responsibility of learning and target setting onto the student allows them to take responsibility for their own progress. Students are able to see what they need to do to improve on each subject, at each level and how they can develop each skill over time.

Teachers are able to give instant feedback that has an impact on their students’ progress by covering methods and techniques not just the answer. Teachers need to encourage students to use their green pen to highlight their strengths and correct errors when teacher feedback is given. Teachers will review the students green pen marking, using SPAG correction where appropriate. These reviews will lead onto a longer-term plan of looking at student next steps and gaps in knowledge that will be addressed in future lessons. The response boxes allow teachers to target areas for individual students within their “Do Now tasks” and future lesson plans. Teachers will look to include stretch and challenge tasks in their planning based on student strength boxes.

Following on from the teacher input, students are able to quickly see where they have hit their target and get recognised and rewarded for their success. Being rewarded for successes, no matter how small a target, will help build confidence and allow students to enjoy the subject and build a love of learning, building self-resilience that they can progress and aim higher.

### **Self-assessment: Should be taking place in every lesson**

- Students engage with whole class marking.
- Students listen to teachers giving whole class feedback.
- Students use their green pen to make corrections on their work when feedback is given.
- Use of the green pen highlights what has been done well and the areas that the students need to improve on.
- Student should be given time to reflect on what they have learnt when directed by their teacher in the reflection and reminders box.
- With teacher guidance, students will reflect on their work before filling in the strengths and next steps boxes.
- Students review and respond to teacher input regarding spelling corrections, questions and extending answers.

### Peer to peer assessment: Should happen when appropriate and directed by the teacher

- Students mark each other's work using the given mark scheme/teacher feedback.
- Students should give a comment on what they have done well and/or a target (Next steps and strengths can be filled in here).
- Students need to include corrections/improvement points from any feedback given for their peer to work on.

### Teacher: Frequency as directed below

Teachers need to use a range of strategies to assess student understanding including:

- Use of mini whiteboards/multiple choice cards for Assessment For Learning when appropriate.
- Questioning techniques including structure where needed and adding stretch and challenge where necessary in all lessons.
- Formal assessment with follow up feedback for students based on the whole school assessment calendar.
- Spelling, Punctuation and Grammar, will be marked regularly in each subject with no more than 3 corrections per piece of work twice a half term.
- Use of the next steps and strengths boxes to assess understanding and use for future planning as needed.
- Regular CPD will be provided by Heads of Faculty and SLT to ensure subject teachers are knowledgeable regarding the purpose of marking and feedback and its role in teaching and learning.
- Involve students actively in their own learning by teaching them how to use the feedback for revision and how to assess their own and others' work. We will provide students with meaningful feedback so they know which aspects of their work have been successful and the steps they need to take to improve further.

### Spelling, Punctuation And Grammar

SPAG issue	Teacher action	Student action in green pen
Spelling of key word incorrect	Circle word + write correct word in margin (max. of 3 words)	Write the correct spelling out three times underneath the piece of work or above it
Capital letter needs checking	C in margin	Find the error and write the capital letter in – make it large and clear
Punctuation missing/incorrect	P in margin (+ if necessary circle where error is)	Find the error and write the correct punctuation in – make it large and clear
New sentence needed here	/ in relevant place	Insert full stop and capital letter so that a new sentence is formed.
New paragraph needed here	// in relevant place	Reflect on why a new paragraph was needed here.
Unclear handwriting, words or meaning	Underline word/sentence	Write a clearer word/sentence

### Parents / Carers

Parents / carers should encourage their child(ren) to make constructive use of the feedback they get in response to their work. Encouraging their child(ren) to prepare for assessments by using the targets from their “next steps” and “green” pen reflections. Parental engagement with students' work is strongly encouraged.

## Governors

Governors will regularly visit the school to monitor standards across the key stages and subject areas. Link governors will take responsibility for specific areas as identified by the Chair of Governors.

## Monitoring and Evaluation

Monitoring of marking and feedback within subject areas is carried out by the Faculty Leads and SLT. Monitoring and Quality Assurance procedures will include learning walks, work scrutinies and data analysis by SLT and Faculty Leads. CPD will be given to all staff and followed up where needed with support. Evaluation of these procedures is carried out by the Senior Leadership Team, reporting to the Governing Body.

## Examples of good practice:

78%

Name: Chris Walker 4P  
 MATHS WORKBOOK: Convert numbers into standard form and vice versa

1. Complete the table to show comparisons between ordinary numbers and standard form

Ordinary number	Standard form
64 000	$6.4 \times 10^4$
0.000 546	$5.46 \times 10^{-4}$
1700000	$1.7 \times 10^6$
0.03	$3 \times 10^{-2}$
90 000 000	$9 \times 10^7$
$9.0000000 \times 10^7$	$9.87 \times 10^8$

2. Major is about 778 million kilometres from the Sun. Write this number in standard form.  
 778,000,000 km  $7.78 \times 10^8$

3. Abo writes:  
 $3.7 \times 10^5 = 0.000 0037$

Do you agree with Abo? Explain your answer. Alice has accidentally multiplied  $3.7 \times 10^5 = 0.000 0037$  added an 8 zeros. She realised her error and corrected her mistake. Write the correct number in standard form.

4. Match the numbers that are equivalent. Complete the table with the correct number in standard form.

2400	$2.4 \times 10^3$
0.024	$2.4 \times 10^2$
240	$2.4 \times 10^4$
0.0024	$2.4 \times 10^1$
0.24	$2.4 \times 10^0$
24000	$2.4 \times 10^5$

4 fours!

numbers positive  
 Some signs = plus  
 Different signs = minus

active  
 itive  
 itive  
 itive  
 ing

$-3 + 4 = 1$   
 $-3 - 4 = -7$  ✓  
 $-3 \times 5 = -15$   
 $-3 \div 5 = -0.6$  ✓

Strengths  
 converting in and out of standard forms

Next steps  
 STANDARD FORM TEST  
 Converting in and out of negative indices of standard forms.

Reflections & Reminders  
 \* negative times negative = positive  
 \* negative time positive (vice versa) = negative (the same with division)

a  $2x - 3 = -6$  / m  $-11x - 3 = -33$  ✓  
 b  $-4x - 3 = -12$  / n  $4x - 15 = -60$  ✓  
 c  $-5x - 5 = -25$  ✓ o  $-12x - 12 = 144$  ✓  
 d  $-7x - 2 = 14$  ✓ p  $-5x - 7 = -35$  ✓  
 e  $-6x - 3 = 18$  ✓ q  $9x - 8 = -72$  ✓  
 f  $8x - 4 = -32$  ✓ r  $-7x - 8 = 56$  ✓  
 g  $-9x - 3 = -27$  ✓ s  $12x - 6 = -72$  ✓  
 h  $-5x - 8 = 40$  ✓ t  $4x - 13 = -52$  ✓  
 i  $-9x - 7 = -63$  ✓ u  $-11x - 10 = -110$  ✓  
 j  $10x - 8 = -80$  ✓ v  $-20x - 6 = 120$  ✓  
 k  $7x - 4 = -28$  ✓ w  $14x - 7 = 98$  ✓  
 l  $6x - 8 = 48$  ✓ x  $-18x - 13 = 234$  ✓

Strengths: I'm happy with my this work!  
 $-20x - 6 = 120$  ✓

Next steps: Try get to another stage!  
 $5x - 4x - 7 = 0$

Date: 10.9.2020  
 3807  
 $\begin{array}{r} 3807 \\ -1811 \\ \hline 1996 \end{array}$   
 $\begin{array}{r} 915 \\ -111 \\ \hline 804 \end{array}$   
 $\begin{array}{r} 280 \\ 9120 \\ \hline 9400 \end{array}$   
 $\begin{array}{r} 633 \\ 10 \\ \hline 643 \end{array}$   
 $400 \times 300 = 1200$   
 $\begin{array}{r} 100 \\ \times 5 \\ \hline 500 \end{array}$   
 $\begin{array}{r} 6024 \\ + 6789 \\ \hline 12813 \end{array}$   
 $\begin{array}{r} 2000 \\ 100 \\ \hline 2100 \end{array}$   
 $\begin{array}{r} 58000 \\ 700 \\ \hline 58700 \end{array}$   
 $\begin{array}{r} 0.95 \\ 15(11212) \end{array}$   
 $\begin{array}{r} 1.194 \\ 516420 \end{array}$

### Little man Computer

1. central processing unit central
2. hardware
3. read only memory
4. graphics card
5. random access memory random

### Littleman Computer

Do now

- Solid State Drive ✓
- Graphics card ✓
- Central processing unit ✓
- Read only memory ✓
- Hard disk drive ✓
- Random access memory ✓

Doctor Doom

His As I opened the door, I saw a doctor. I froze as I saw him. His eyes were covered by his skin which was so shiny that I thought I was at the sun. Most frighteningly of all, it looked like it was about to grab me. That was the syringe that he was holding like he was about to stab me.

*Annotations:*  
 - "as I saw him" → Powerful adjective  
 - "shiny" → shiny  
 - "Most frighteningly" → Most frighteningly  
 - "of all, it looked like it was about to grab me" → grab me  
 - "That was the syringe that he was holding" → holding holding  
 - "like he was about to stab me" → about to stab me  
 - "smile" → smile

① 93	1001101101	90	103
② 12	00001100	+ 3	+ 30
③ 96	00110100	93	133
④ 138	10001010		

Doing it again

①<sup>03</sup> | 01011101 ✓✓

②<sup>12</sup> | 00001100 ✓✓

③<sup>21</sup> | 00110100 ✓✓

④<sup>30</sup> | 10001010 ✓✓

🔍 Strengths	🎯 Next steps
Can explain How FDE Cycle works	I need to know how to convert

6/10/2020  
 want him or his family to be around of with lower class people.  
 \*The word "admission" implies that he doesn't feel any responsibility towards the incident, and a strong feeling that she shouldn't suffer.  
 (contrasting)

Strengths	Next steps
embedded quotes sophisticated/advanced vocab memorial quotes/combined links	Zoom in on language Give more sophisticated exploratory response

\* in #12  
 younger characters, such as Sheila, take more responsibility of their actions. This could also relate to how women were presented; responsible and smart.  
 At first, responsibility is something higher class think doesn't apply to them, and that lower classes <sup>should</sup> agree to take more responsibility. For example, this is shown through Sheila when the Inspector says she has something to do with Eva Smith's death. "So I'm really responsible?" suggests Sheila feels guilty and feels like it's entirely her fault and she is responsible for Eva's death. However, Mr. Birling, an older and more grown up character, says "I still can't accept any responsibility" this implies that he thinks he has nothing to do with Eva Smith's death, and shows he cannot take any responsibility for his actions.

Reflections & Reminders  
 \* In particular the word "responsible" plays tells us that Sheila knows she ~~was~~ some sort of part in the Inspector's case of Eva's

6<sup>th</sup> October  
 \* fair and unbiased. It my favourite holiday destination for a week but now I would go there with my kids.  
 My Detroit speech  
 remember  
 I remember when Detroit was the best place in America. It was most successful city in the state. I used to go there on holidays the best. Me and my brother would go to all the cinemas and fairs. I don't take my kids on holiday there now. Now Detroit has fallen to the top to the bottom. It is filled with crime, debt, judgement.

Strengths	Next steps
Persuasive techniques Good capital letters and Punctuation.	Use paragraphs More emotive language.

### Doctor Doom

Cautiously, I stepped <sup>short sentence</sup> into the dark and dim hospital. The lights flickered. My heart stopped. I raised my <sup>she's</sup> small, boney <sup>so</sup> head to see a blood-curdling <sup>powerful</sup> man, it was my doctor! It was the most terrifying <sup>adjective</sup> doctor I have ever seen, his hands were huge, <sup>powerful</sup> masculine and solid, they bulged out of his <sup>adjective</sup> perfectly sized rubber gloves. His face was tall <sup>interesting</sup> yet thin, he had a big, bushy, brown bearded <sup>nouns</sup> yet no hair, his head was so bald and shiny it was like a curved mirror. The eyebrows of this man were VERY pointy, it was almost like a family of nits could live in it. He had <sup>large</sup> round glasses covering his <sup>tiny, ratty</sup> eyes; they were <sup>flashy</sup> silver <sup>so shiny</sup> in fact you couldn't see large and

🎯 Strengths	🎯 Next steps
<p>I have now remembered what personification means.</p> <p>I have learned how to use connectives.</p>	<p>From here, I need to add more techniques like metaphors.</p> <p>I would like to be more confident at using connectives and new</p>