

# Walderslade Girls' School Marking and Feedback Policy

Key Document Details:			
<b>Author:</b>	Mr M Goe	<b>Department:</b>	T&L
<b>Reviewer:</b>	Mr S Quenby	<b>Version No:</b>	1
<b>Last Review:</b>	28/08/23	<b>Next Review:</b>	December 2023
<b>Approver:</b>	Mrs L Campbell	<b>Date Ratified:</b>	

# Contents

Document Change History .....	3
Mission Statement .....	4
Values .....	4
Statement of Equality.....	4
Purpose.....	4
Monitoring and Review.....	5
Aims of Walderslade Girls' School Marking and Feedback Policy .....	6
Assessment for Learning .....	6
Feedback and Improvement .....	6
Recognition and Motivation.....	6
Fairness and Equity .....	6
Diagnostic and Formative Assessment .....	6
Accountability and Quality Assurance .....	7
Engagement and Reflection .....	7
Workload Management .....	7
Shared Principles.....	7
School Expectations .....	7
Practices.....	8
Student Centred Practices.....	8
Staff Centred Practices.....	8
School Centred Policies .....	9
Parent/Carer Centred Practices .....	9
Rewards and motivation .....	9
Appendix .....	9
Types of marking.....	9
Possible strategies.....	9
Links with Other Policies .....	10

## Document Change History

Date:	Version:	Description of Changes:

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Purpose

Marking is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key option of providing feedback to pupils and helping teachers assess their students’ understanding. However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. The group noted that there is no ‘one size fits all’ way to mark, instead recommending that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. For all these reasons, there is a clear need for high-quality evidence to inform schools’ decision-making about marking.

Individual departments should use the principles outlined in this marking and feedback policy to create their own subject-specific, tailored departmental assessment policies. This is really an ‘internalising’ of the school departmental policy, making it fit the demands of your curriculum, in the knowledge that curriculum and subject leaders are responsible for setting and monitoring the quality and frequency of feedback from teachers working within their team.

## Monitoring and Review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.



# Aims of Walderslade Girls' School Marking and Feedback Policy

Marking is a central part of a teacher's role and can be integral to progress and attainment. Written responses offer a key option of providing feedback to pupils and helping teachers assess their students' understanding. However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. The group noted that there is no 'one size fits all' way to mark, instead recommending that all marking should be driven by professional judgement and be "meaningful, manageable and motivating". For all these reasons, there is a clear need for high-quality evidence to inform schools' decision-making about marking.

Individual departments should use the principles outlined in this marking and feedback policy to create their own subject-specific, tailored departmental assessment policies. This is really an 'internalising' of the school departmental policy, making it fit the demands of your curriculum, in the knowledge that curriculum and subject leaders are responsible for setting and monitoring the quality and frequency of feedback from teachers working within their team.

Departments will consider the following principles when shaping their own, tailored marking and feedback policy:

## Assessment for Learning

The marking policy aims to accurately assess and evaluate students' understanding, knowledge, skills and progress in relation to the critical questions and standards set for the curriculum.

## Feedback and Improvement

The policy aims to provide timely and constructive feedback to students, highlighting strengths, identifying areas for improvement and offering guidance for further development. This feedback serves as a tool for student growth and helps them understand how to enhance their performance.

## Recognition and Motivation

An effective marking policy aims to recognise and acknowledge students' achievements, fostering a sense of accomplishment and motivation. Positive feedback and encouragement can inspire students to continue their efforts and strive for excellence.

## Fairness and Equity

The policy aims to ensure fairness and equity in assessment by implementing clear and consistent criteria and standards. It strives to provide equal opportunity for all students which will allow them to demonstrate their learning.

## Diagnostic and Formative Assessment

The policy aims to serve as a diagnostic tool, identifying individual students' strengths and

weaknesses, as well as areas where instructional adjustments may be needed. It supports formative assessment practices, allowing teachers to tailor their future instruction to meet the specific needs of each student.

### **Accountability and Quality Assurance**

An effective marking policy ensures accountability by establishing clear guidelines and expectations for teachers' marking practices. It promotes consistency and quality assurance by providing opportunities for moderation, verification and collaborative marking practices.

### **Engagement and Reflection**

The policy aims to engage students actively in the assessment process, promoting involvement, responsibility and reflection on their own learning. It encourages students to take ownership of their progress, set goals and develop metacognitive skills.

### **Workload Management**

A well-designed marking policy aims to balance the workload of teachers, ensuring that assessment tasks are manageable, realistic and aligned with instructional objectives. It seeks to optimise the use of time and resources while maintaining the quality of assessment and feedback.

By achieving these aims, an effective marking policy supports student learning, growth and development while maintaining standards and ensuring the integrity of the assessment process.

### **Shared Principles**

- Effective assessment will provide students with the knowledge of their own progression, in all subjects.
- Effective marking and feedback will provide opportunities to celebrate and acknowledge achievement, progress and effort.
- Effective marking and feedback will provide the opportunity for staff to build relationships with students through constructive dialogue.
- Effective assessment ensures that staff and students are clear about how to achieve in each lesson.

Effective Marking and Feedback will:

- Be subject specific and tailored for each individual
- Be focused on the critical questions and success criteria
- Provide staff with an evaluation of the effectiveness of the taught content
- Provide an overview of the current academic progress of each student, shaping future scaffold and stretch
- Give students time to act upon any feedback received to improve
- Help parents/carers understand strengths and weaknesses in their child/ward's knowledge

### **School Expectations**

Subject leaders are responsible for developing a department marking and feedback policy that

ensure marking is manageable, meaningful and motivating in the context of the particular subject.

- Departments will define what will be assessed and what forms of feedback might take place for different tasks.
- Subject leaders, in conjunction with Line Managers, are responsible for ensuring consistency of implementation.
- Departments may take slightly different approaches to formative and summative assessment.
- All subjects required a Critical Question for their lesson. Progress in relation to the answering of this CQ is required, over the period of time, shaped by the subject lead/class teacher.
- When students create written work, it will be marked or fed back as swiftly as possible to give it value. Written work, inside each lesson, will be required to be marked by the students, where possible. Self-assessment or Peer-assessment is sufficient to ensure students are aware of the progress they are making. Self and peer assessment must be completed in RED pen.
- All formal assessments, used for data drops or shaping a prediction, must be marking by a member of staff. This ensures consistency across each department. Marking must be in line with the exam boards requirements.
- Staff are not required to mark books, although “Live Marking” is a strategy that is advocated. Any staff comments or “Live Marking” must be done in GREEN pen.
- It is the school’s expectation that each department must provide multiple pieces of both formative and summative assessment/markings for each student in one academic year.

## Practices

### Student Centred Practices

- Students are encouraged to engage with and respond to any feedback which is relevant to their progress.
- Students are encouraged to review work themselves or between peers.
- Students are given the opportunity to self-assess and peer-assess.
- Students are given time to act upon feedback given.
- Students are given ownership of their work and are part of the assessment process.

### Staff Centred Practices

- Staff are selective in choosing which aspects they comment on and ensure that comments link to success criteria.
- Staff comment on both positive aspects of work and areas for improvement.
- Staff recognise effort, as well as quality.
- Staff use the information gathered to structure future lessons and teaching strategies.
- Staff tailor their feedback to every individual so that all students know how to progress.
- Staff ensure that they are aware of all students’ needs, including those with SEND.
- Staff ensure that feedback is accessible for the intended audience.
- Staff have regular contact with parents/carers surrounding progress, not just behaviour.



## School Centred Policies

- School practice is consistent and feeds into the overall school marking and feedback framework.
- The marking and feedback policy has been shared with all staff members.
- Marking must be manageable, meaningful and motivating.
- Parents/carers will receive regular updates on their child/wards progress

## Parent/Carer Centred Practices

- The schools view is that working in partnership with parents/carers benefits teachers, students and parents/carers. Research shows that parental involvement with education is the key factor in determining how successful a child is in school.
- Parents/carers will ideally support their child/ward and the school by taking all opportunities to support their child/wards learning. This will include discussing their day, their homework and taking the chance to discuss their progress with their teacher. This includes attended Parents' Evenings, but also includes working with the school staff if a problem is identified.

## Rewards and motivation

A school ethos of encouragement is central to the promotion of good learning and work habits. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that working hard is valued and rewarded. Rewards will be offered for effort, progress and achievement. A key part of the system is an emphasis on praise, both informal and formal, to individuals and groups.

## Appendix

### Types of marking

Marking for Learning (formative):

- A diagnostic or developmental comment is given.
- Feedback (oral or written) is given as an integral part of classroom practice.
- Informs the short-term planning cycle.
- Informs teachers, students and parents of progress.
- Provides important information for other adults.

Marking of Learning (summative):

- Summative pieces are graded or levelled, and feedback will relate to these pieces.

### Possible strategies

Marking orally with students:

- Read a piece of work together with a student.
- Link praise and development point to the critical question, not the activity.

- Ask the student how the piece of work could be improved.
- Feedback to the student based on the students' own ability.

Quality feedback through "Live Marking":

- Support a student, one-to-one, with written feedback (support guide) to promote progress and prevent misconceptions.
- Stretch students with written feedback leading to an extension of their current work.
- Check for literacy mistakes whilst circulating the room.
- A quick tick, whilst circulating the classroom, in students' books boosts motivation and gives students a sense of achievement.

Self and Peer-assessment/feedback:

- Students marking their own, or their peers, work effectively. This could identify areas for improvement, as well as deepening the concept and addressing misconceptions as they arise.
- Students could create a mini success criteria whilst marking, asking their peers to elaborate or explain certain points.

## Links with Other Policies

Teaching and Learning Policy