Academy Transformation Trust

Marking and Feedback Policy

Reviewed by Academy Transformation Trust	Mar 2016

This policy links to:	
- Achievement Strategy - SEND Strategy - Academy Improvement Strategy	
Academy Assessment Recording and Reporting Policies.	

REVIEW DATE: Mar 2017

Improving Education Together.

Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Introduction

At Academy Transformation Trust we are committed to ensuring all our pupils receive regular and frequent, detailed feedback, both oral and written, to ensure that they are making effective progress towards their targets.

This policy applies to all teaching staff and includes contracted or temporary staff and sets out the context in which they should approach marking and assessment within The Trust.

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1. Purpose

This policy aims to ensure that all staff are effectively assessing pupils work to a consistently high standard and that pupils are making rapid progress by regularly reflecting on and responding to feedback.

2. Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within The Trust. Marking will inform planning, be diagnostic and enhance pupils' learning by ultimately offering guidance on how work can be improved. Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help and guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

3. Why is marking so important?

M   **Motivation** – pupils are more likely to be motivated to make improvements if marking is regular and formative.

A   **Assessment for Learning** – pupils know their level for the section of work and how to make improvements.

R   **Regular feedback** to inform teachers, pupils and parents how well they are progressing.

K   **Knowledge, skills and understanding** can be checked and corrected by the teacher.

I   **Independent learning** – comments by the teacher in the form of questions can promote research.

N   **Needs of individuals** – all pupils are catered for as teachers mark and guide according to ability and targets

G   **Gain** – pupils can receive praise and rewards for effort or achievement with their work.

4. Expectations

4.1. Marking and Feedback must;

- help the pupil to make progress towards their targets
- inform future planning
- encourage dialogue between pupil and teacher
- build confidence and self esteem
- help pupils understand what they are aiming for and how to improve
- encourage pride in their work

4.2. Teachers will;

- give frequent oral and written feedback so that pupils know how well they are progressing what they need to do improve further
- provide feedback on homework in a timely manner
- give positive feedback that shows pupils where they have done well. This may include stickers, stamps, achievement points and praise postcards

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- promote a learning environment in which it is 'safe to fail' and in which we learn from our mistakes
- model the expected standards of work as often as possible emphasising the importance of reflective and critical thinking in order to develop resilience
- demand a high standard of presentation that reflects a strong pride in their work
- phrase comments as questions or prompts to stimulate each pupil to take the next steps in the learning process
- give personal feedback and address the pupil by their chosen name
- refer to learning objectives and success criteria when giving written feedback
- include comments on spelling, and where necessary punctuation and grammar
- regularly use peer and self-assessment so pupils become immersed in, and confident with, the assessment criteria
- set aside regular opportunities for Directed Improvement and Reflection Time (D.I.R.T)
- involve pupils in taking increasing responsibility for checking and improving their own work. Marking is seen as a two-way dialogue between pupil and teacher
- tell pupils if work is unacceptable due to lack of effort, and make clear to the pupil that we know they are capable of more than they have shown. There should be clear expectations, and agreed consequences if these are not reached.
- avoid grading every piece of work. This can negatively impact on learning as pupils tend to ignore the teacher's diagnostic comments and focus on grades
- be sensitive and acknowledge small steps and effort in regards to SEND pupils and low ability pupils

4.2.1. Marking and Feedback Checklist
- Does marking support and challenge your pupils?
- Have pupils acted and responded to the marking? (DIRT)
- Have you commented on the skills, knowledge and understanding?
- Is the target grade for the pupil at the front of their book?
- Can you clearly see if progress has been made over time?
- Is there sufficient work in books to show the pupil's journey towards their target?
- Does the work link well to the national curriculum expectations/ GCSE exam syllabus?
- Is there sufficient evidence of different activities/learning experiences to show breadth and depth of pupils' learning?
- Has homework been set and clearly identified?
- Is there evidence of pupil's self-assessment or peer assessment?

4.3. Middle Leaders will;

- ensure the Marking and Feedback Policy is effectively implemented
- identify, in Schemes of Work, key tasks to be marked in detail

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- monitor the impact of marking and feedback through regular focused book/ work reviews
- ensure success criteria are prominent in classrooms and books
- regulate the marking within the subject to motivate pupils and have a positive impact on self-esteem

4.4. Senior leaders will;

- ensure the Marking and Feedback Policy is shared and understood so that all stakeholders have ownership over it and understand the expectations
- monitor the Marking and Feedback Policy is effectively implemented
- monitor Middle Leaders are identifying key tasks to be marked within the Schemes of Work
- monitor the impact of marking and feedback through regular focused book/review (by subject and vulnerable grouping)
- monitor and evaluate the link between marking/ feedback and overall outcomes

5. **Academy Policies**

5.1. Each Academy will develop its own Marking Policy in consultation with their ATT Improvement Director.
5.2. Each Academy should add their Marking Policy as an appendix to this policy to create a single document for each Academy.

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