



MARKING & FEEDBACK POLICY 2017/18

Reviewed: June 2017
Next Review: June 2018

1 AIMS & EXPECTATIONS

This Policy aims to create a simple, consistent, workable approach to the marking and presentation standards of student work across all Key Stages at Wilmington Academy.

It encompasses the key goals of providing students with effective feedback and involving them in this process. It provides a common language in relation to marking across all key stages. The Policy will be followed by all teachers in school and monitored by Directors of Learning and Coordinators in addition to the Senior Leadership Team.

All Middle Leaders must ensure that all assessment procedures are integrated into Schemes of Work and are meaningful, attainable and consistent.

2 MARKING

Books will be marked using two types of marking:

(1) Acknowledgment Marking

- This is where students or teachers, during self or peer assessment, will tick, correct, comment and praise work using the academy's symbols below.
 - ✓ Good Work / Good Point ✓✓ Excellent Work / Exceptional point
- Acknowledgment marking should frequently occur, it is expected that the teacher will review the quality of self/peer assessment at least fortnightly to ensure that it is of the correct standard.
- Not all work needs to be marked, where possible students should take responsibility for learning and engage in structured peer/self-assessment regularly. Each department will have its own guidelines on what and how the work should be marked.

Examples of Good Practice around the Academy:

English	Maths	Science
Each student has two exercise books; one for classwork, where students' self and peer-assess the work. The other is an assessment book which is where ST marking is recorded.	Students self-assess classwork when teacher presents answers. If an answer is wrong the student should write the correct answer next to the cross if they understand their mistake.	Teacher identifies a set number of students each lesson to provide verbal feedback to; it is the students responsibility to write the feedback in their books and respond to it.

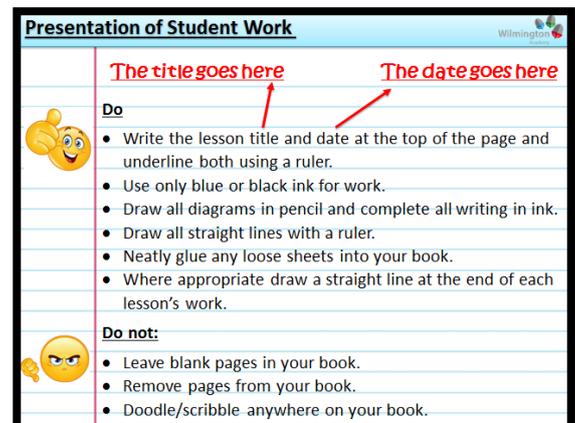
(2) ST Marking (Strengths, Target) – Assessment for Learning (Marking) Sticker available

- Strengths/WWW (What Went Well) –Comments on positive student performance.
- Targets – Smart Targets for development of learning with questions asked by the teacher to engage the student in dialogue about the process of learning. These should help students to understand the work better, consolidate learning or stretch pupils whenever possible.
- Pride – Students should be given a grade 1-5 based on the presentation or work within their book. 5 means exceptional presentation and should be presented within the classroom if possible.

<p>STRENGTHS WWW</p>	<p>This comment should highlight a key strength that the student has demonstrated. This may be as much about the process of learning as the final outcome.</p> <p><i>“Your paragraphs have excellent structure. You have clearly understood the PEE model very well and your use of topic sentences in particular is excellent.”</i></p>
<p>TARGETS</p>	<p>This should be in the form of a question or a statement that students will respond to, additional guidance; either through the form of an example or website, should also be given. This may be related to the improvement target or could be something focusing on the process of learning. –</p> <p><i>What can you do before you start your essay to make sure that your piece of writing will be balanced?</i></p> <p><i>How did the “speaking paragraphs” we did in class help you in learning how to write paragraphs?</i></p> <p><i>Why do you think Brutus betrayed Caesar?</i></p>

Academy Expectation of Presentation

- Write the title and date and underline with a ruler
- Clearly identify homework in the margin – H/W
- Always write in blue or black pen and draw diagrams using a pencil.
- Complete work with care and attention.
- Cross out errors neatly with one line.
- Keep books presented well at all times and look after them.
- Ensure there is absolutely no graffiti or doodling.



Presentation of Student Work

The title goes here The date goes here

Do

- Write the lesson title and date at the top of the page and underline both using a ruler.
- Use only blue or black ink for work.
- Draw all diagrams in pencil and complete all writing in ink.
- Draw all straight lines with a ruler.
- Neatly glue any loose sheets into your book.
- Where appropriate draw a straight line at the end of each lesson's work.

Do not:

- Leave blank pages in your book.
- Remove pages from your book.
- Doodle/scrabble anywhere on your book.

How often will ST Marking take place?

ST marking will take place approximately three times per term for all students, this should fit in with the end of teaching a unit or chapter. When ST marking should occur should be shown clearly in your subject's assessment cycle.

For consistency in providing students with feedback a formal Assessment for Learning Sticker may be used when ST Marking. See below as exemplar. If not, then the teacher will structure the ST Marking around a Red Pen Response

In the lesson after ST marking has taken place students should reflect and action the Target(s). Appropriate time should be allocated for students to reflect on, engage in the process and clearly show improvement.

Example of Use of Marking Sticker

Wilmington Academy – Teacher Feedback

<p>Topic/Unit: <u>Solving Equations</u></p> <p>After marking your book, the work you are producing shows an Emerging / Secure / Advanced understanding of the topic.</p>	 PRIDE
<p>What you did well.</p> <p>Solving one and two step Equations with positive and negative answers. You presented solutions in a logical way, one line at a time.</p>	
<p>To improve you need to</p> <p>Solve equations with unknown on both sides. and underline title and date every lesson and reduce size of writing.</p>	
<p>Example / Task to help you improve</p> <p>$5x + 1 = 3x + 11$</p> <p style="padding-left: 200px;">Subtract $3x$ from both sides (smallest amount of x)</p> <p>$2x + 1 = 11$</p> <p style="padding-left: 200px;">Subtract one from both sides</p> <p>$2x = 10$</p> <p style="padding-left: 200px;">Divide by 2</p> <p>$x = 5$</p> <p>Try</p> <p>$7x + 3 = 4x + 21$ $6x - 5 = 2x + 7$ $4x + 8 = 2x - 10$</p> <p style="padding-left: 100px;">$3(x + 2) = 5x + 10$ $3x + 2 = 18 - 2x$</p> <p style="text-align: center;">Attempt the task below to show improvement</p>	

3 Marking for Literacy

Marking will also link to the “Seeds of Success” literacy focus throughout the year, although it is understood that in some year groups that Marking for literacy make need to cover all areas identified below:

Module 1	Capital Letters	Module 4	Connectives
Module 2	Full Sentences	Module 5	Apostrophes
Module 3	Spelling	Module 6	Homophones

Academy Making Codes for Staff and Student Use

SP Spelling (underline and correct)

C Capital letter (circle and correct)

P Punctuation (circle and correct)

Gr Grammatical error TN Tense error

/ New Sentence // New paragraph

^ Missing work, please insert

? Confusing point

✓ Clear point

✓✓ Exceptional point

4 Quality Assurance

Quality of work, presentation and marking will be sampled by Directors of Learning and on occasion the Senior Leadership Team during Modules 2-6 as indicated in the T&L cycle within the T&L policy.

This will usually take place during the third week after a modular break.

The criteria used to monitor Marking and Presentation is below.

Work Scrutiny

Name of Teacher:

Subject:

Date:

Class(es):

Students Sampled:

Expectation	Exceptional	Expected Standard	Needs improving
			Target to improve
Peer and self- assessment is established and ongoing.			
Students take pride in their work and presentation is excellent or is improving due to feedback from teacher.			
Work is marked with Strengths and Targets that are detailed, concise and include appropriate feedback or comments of how to improve.			
Students respond positively to the teacher's comments/questions as well as making corrections.			
Appropriate praise is used.			
Literacy marking is evident and corrected regularly.			
Numeracy opportunities are identified, fully explained and marked where appropriate.			
Current Grades, Strengths and Areas for improvement are clear and concise updated every module on the front of the exercise book.			
Students clearly make progress as a result of marking.			

Conducted by:

Copies given to: Staff member, DOL, T&L lead (CHA), Assessment Lead (MGO)