

John Colet School Marking and Assessment Policy

Date Policy was agreed	July 2016
Date Equalities impact assessment completed	July 2016
Date Policy was reviewed	July 2016
Date reviewed by Governor Advisor	N/a
Date reviewed by Parents	N/a
Date reviewed by Governors	July 2016
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team member accountable for writing and reviewing the policy	Assistant Headteacher Teaching and Learning

Linked Policies: Teaching and Learning Policy; Homework Policy; Marking Policy; SEN policy.

Monitoring and Reviewing

This policy will be formally reviewed every 3 years.

Ongoing monitoring of actions and impacts/outcomes will be:

- Learning Walks by staff with feedback to the Assistant Headteacher i/c of Teaching and Learning
- Learning Walks by Governors with feedback to the Governing Body
- Half - termly reporting by AHT to Governors and Curriculum Committee within the Learning Cycle schedule.

Objectives:

- Students will receive written and oral feedback to aid their progress.
- Students will be motivated by their feedback and marking.
- Students will have the opportunity to respond in writing to the feedback their teacher has given to them.
- Students will be given time during lessons and for homework to improve their work and address their targets.

Marking is most effective when it has a clear purpose:

- To correct misconceptions;
- To provide further clarification;
- To increase effort;
- To increase aspiration.
- To build student confidence

Written Marking

All departments will use the following marking system:

S	Strengths	Strengths demonstrated in the student's work closely linked with the learning objectives and curriculum.
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I	Improvements	Improvements within specific pieces of work, i.e. if they were to do a piece of work again. For example: make sure you give 2-3 counter-arguments in your written answers; highlight key phrases in the question so you answer what is asked; check the accuracy of your number work.
T	Targets	Principles related to learning skills and learning objectives that the student should address to achieve their target grade. For example: You need to... describe, explain, create, analyse, interpret, apply, define, compare, contrast
S	Student Comment	Allow students in-class time to read through and respond with specific actions. Students need to indicate what they plan to do to close the gap between their WAG and their target

Teachers will ensure that:

- they are using the SITS principal to mark formatively. Formative comments will be given that show what has been done well and what still needs improvement and shows the student how to improve their performance and move them on in their learning;
- written feedback is predominantly constructive;
- written feedback will be personal;
- the learning objectives and learning outcomes are the reference point for **all** written feedback;
- students are told exactly what is expected from their written work and how they can achieve success;
- **exemplar work** is provided as often as possible so that students are able to understand the standards that are expected;
- peer and self-assessment are regularly used to enable students to become immersed in the assessment criteria;
- feedback is interactive and used by students and teaching staff in future lessons to evaluate the effectiveness of the teaching, including methods and resources;
- the structured opportunity for students to respond to feedback should take the form of a learning conversation where appropriate.

Therefore teachers must:

- set time aside to allow each student to respond to the teacher's comments and improve their understanding;
- plan to use a variety of methods to help students improve their work (including peer and self-assessment, light touch marking and oral feedback);
- reward in line with the school behaviour / reward policy when students have **improved** their work and made **progress** in their learning.

Frequency of quality marking

Key Stage 3:

All subject areas at least **once** every 8 lessons

Key Stage 4:

All subject areas at least **once** every 10 lessons

In addition to the SITS marking, there will be peer/self-assessment as well as light touch marking from teachers.

Standardised corrections

SIGN	MEANING	SUGGESTION
Sp.	This indicates a spelling mistake and will be indicated clearly. The spelling will be underlined twice.	Students should record these in the back of their books and learn them.
C	Misuse of a capital letter.	Students should add the capital letter where needed or remove it where not necessary.
^	A word has been left out.	Students should re-read their work and work out what word is missing.
Np. //	A new paragraph is needed.	Students should start a new paragraph after the //.
P	Punctuation	Punctuation needs adding to a sentence.

The standardised corrections will be used when quality marking pieces of work. Subject specific keywords and common high frequency words will always be corrected whenever they are used.

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Spellings and English usage should be corrected, appropriate to the needs of the student with younger or less able students needing a corrected version of the word whereas older or more able students should be able to identify and correct their own mistakes. It is expected that common spelling mistakes and grammatical errors should be highlighted whenever they are seen during a lesson by any member of staff.

Verbal Feedback Guidance Notes

Verbal feedback can be given in a variety of ways and is dependent on personal style and the subject being taught. This policy is designed in such a way that individuality is not suppressed and that conversations about learning continue to be exciting, individual and meaningful.

Verbal feedback includes:

Teacher - student discussions about particular learning points, skills or tasks

Teacher - class discussions about particular activities

Student - student discussion as part of the peer assessment process

Monitoring verbal feedback

It is expected that verbal feedback will be evident in observed lessons and that students will be able to discuss with a visitor or an observer what areas for improvement or targets have been set through verbal feedback in particular subjects.

As part of the 'Student Comment' in SITS marking, it is advised that a comment which captures a conversation or a verbally given target can be recorded here as part of the on-going dialogue of marking and assessment.

Verbal feedback should dovetail with the written feedback, marking and assessment policy, which is consistently applied across all departments. As part of this process there should be reflection time which is planned into lessons to allow students the time to reflect on their learning, set targets and comment on their progress. In this time, teachers will provide verbal feedback to individuals or small groups of students, which will then be recorded on the log sheet or as part of the SITS comment.

Verbal feedback forms the third layer of 'Triple Impact Marking' – work is self or peer assessed, written feedback is provided and followed up with a conversation about the next steps.

It is expected that colleagues in departments will share good practice and discuss the implementation of verbal feedback in the classroom.

Effective verbal feedback – A quick reference guide! (use with individual, small group, whole class)

- *Make it specific, personal, frequent and useful to you, the student and the wider class*
- *Use open questions to elicit deeper and more meaningful responses*

For drawing out ideas and developing subject knowledge:

- *What do you think?*
- *How do you know this?*
- *What questions do you still have?*
- *Imagine you thought the opposite to your view, what would you say then?*
- *Can you suggest an alternative method/reason/answer/view? Which is best?*
- *That's your first thinking, what is your best thinking?*
- *Why do you think that?*
- *Can you tell me more?*

For assessing student progress:

- *What challenges have you faced in this task/topic?*
- *What would you do even better next time?*
- *How could you improve your learning?*
- *What did you find easy in this task/topic?*
- *What do you know about this already and what do you want to find out?*
- *Can you describe / explain / evaluate / analyse / justify.....?*
- *What do you think I would like to see you try next time?*

For encouraging peer to peer verbal feedback:

- *What went well with xxxxx's piece of work?*
- *Why do you think I chose xxxxx to read their work?*
- *Can you suggest what they could do better next time?*

- What would you 'keep' / 'trim' / 'bin' / 'stick in'? (this is about recognising the parts of a students work which should remain, be edited, be removed or be added in)
- WWW, EBI (what went well.... even better if....)

Strategies for enabling verbal feedback in the classroom:

*Aim for *Pinball not Ping Pong* questioning and feedback (Teacher launches a question and students keep it 'in the air'; the teacher facilitates). Avoid teacher – student – teacher – student discussion.

*ABC – When students provide a response will you 'Accept' (with praise/encouragement/thanks), get them to 'Build' on their response using the questions above or 'Challenge' them or others to push the thinking forward or change direction.

*Pose, Pause, Pounce, Bounce - Pose a question, give thinking time, target a respondent, involve other students in the discussion.

AN IMPORTANT FEATURE OF VERBAL FEEDBACK IS PRAISE AND USING IT TO BUILD CONFIDENCE IN OUR STUDENTS. EFFECTIVE VERBAL FEEDBACK IS MORE LIKELY WHERE TEACHER-STUDENT RELATIONSHIPS ARE POSITIVE AND STUDENTS FEEL 'SAFE' TO TAKE RISKS IN THEIR LEARNING.