



POLICIES AND PROCEDURES

Marking and Feedback Policy

Version 3

Introduction

Regular marking and providing quality feedback for students is a professional expectation of all staff at North Huddersfield Trust School. Given feedback has been proven to have one of the greatest impacts on student achievement, marking should be a priority within the teacher's workload.

It is an essential tool to:

- assess individual progress
- provide differentiated and personalised feedback
- encourage students to improve their work and make progress
- monitor completion and presentation
- evaluate lesson outcomes
- inform lesson planning

Regular feedback should

- value students' work and encourage and inspire students in their learning
- model communication expectations for students through use of language, presentation and quality, specific diagnostic marking
- effectively intervene with students to ensure expected progress and engagement are sustained
- enable students to know how to improve their work with specific targets that will help them to make at least expected progress
- facilitate students to track, reflect and comment on their own progress in their books
- highlight where students are responding to feedback and are improving their own work in order to make progress

This policy and all linked policies must be rigorously adhered to by staff and students should be given time to read feedback and improve their work in line with this policy.

Reflection, Response and Improvement Time (RRI)

At North Huddersfield Trust School we adopt a policy of 'Reflection, Response and Improvement Time' (RRI) after marking where students can immediately implement the quality feedback provided for them by staff. Time is taken by students to redraft and improve their work to ensure maximum progress is made through each task or assessment. This can also occur after self and/or peer assessment, which should also be integrated regularly into schemes of work.

Within all student work there should be evidence of

Routines:

- marking is regular with indication that all work has been examined (ticks)
- teachers are to mark in green pen and students are expected to respond and improve work in purple pen
- presentation expectations are clear and adhered to
- a range of Teaching and Learning strategies are shown over time
- quality success criteria is used by the students and teacher as well as any additional adults

- at least one piece of detailed diagnostic marking is completed for each student each half term
- quality self and peer assessment are used regularly and shown clearly in purple pen 'Reflection, Response and Improvement Time' (RRI) is used to improve work and act on feedback

Quality of feedback:

- marking positively highlights successes and is linked to objectives
- marking shows a positive and personal dialogue between pupil and teacher
- formative feedback is annotated onto work, linked to summative assessment grading/bands/levelled criteria
- challenging targets for how to improve are set and followed up on by students who improve their work.

Progress:

- work and feedback is to be differentiated appropriate to ability
- feedback is linked specifically to skills' criteria/exam criteria/mark schemes
- progress over time is clearly highlighted with a tracking document and through comments and levels/grades awarded
- progress within lessons is clearly highlighted with AFL/Peer/Self/Teacher comments

Frequency of Marking:

- work is to be marked every few lessons in order that progression can be ascertained. The exact number of lessons will depend on individual subject areas as appropriate but should adhere to the principle of the point below
- at least one piece of detailed diagnostic marking is completed for each student each half term
- adjustments in planning are then made prior to summative assessment in order to maximise student performance

Link with the RWCM Policy:

- assessment responds constructively to students' reading, writing, speaking and listening
- spelling and grammar are addressed in all marking. Such errors are not to be seen to be condoned or accepted. This does not mean that every mistake must be corrected but that once it is corrected the first time, an indication is made by, for example, a circle or underline that an error exists. A general explanation should ensue as appropriate
- the following literacy codes are used to support communication skills. They can be written in the margin with the error underlined or circled:
 - p = punctuation error
 - sp = spelling error
 - NAS = not a sentence
 - ^ = word or letter missing
 - \\ = new paragraph needed
 - gr = grammatical error
- allow students time within lesson to correct errors themselves

- the assessment of literacy is used to plan future work especially where any differentiation is required

Related Documents

1. Marking scrutiny proforma
2. Teaching and Learning policy
3. RWCM policy
4. Diagnostic Marking and Reflection and Response Time pages in the teacher's planner