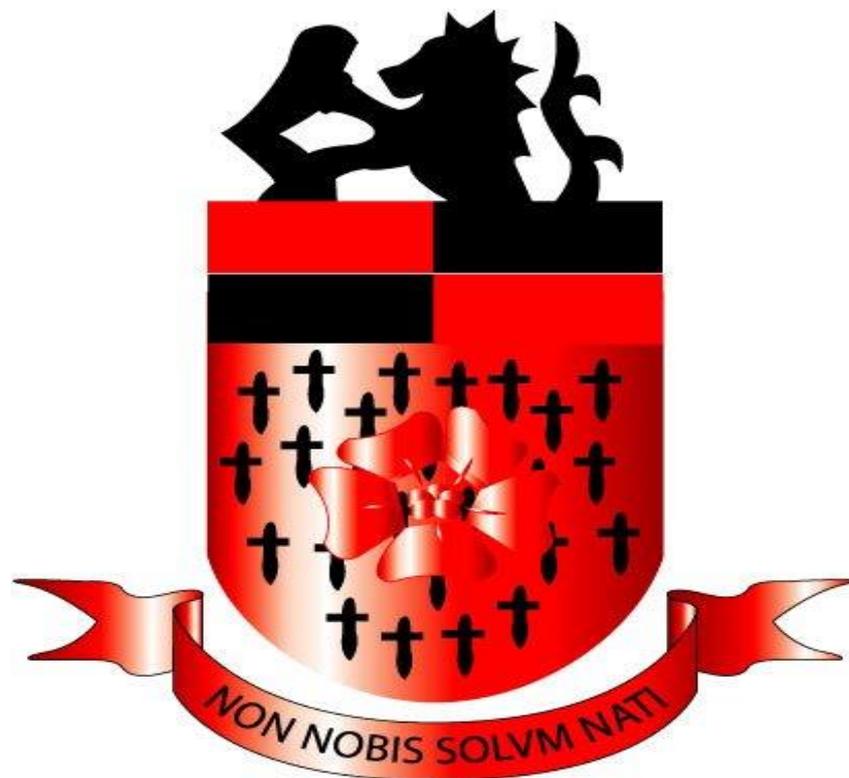


# Hornsea School & Language College



## Marking & Feedback Policy

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## **Marking and Feedback Policy**

**‘The biggest factor that improves performance is feedback.’ John Hattie**

**‘If assessment is feedback to students, then setting targets is feedforward.’ Ruth Sutton**

**The principles of marking – all marking should be:**

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.
- **Manageable:** marking should be proportionate and takes into account the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving work.

Feedback may consist of:

- Marking of written work
- One to one conversations, verbally or in writing, between students, teachers and parents
- Feedback given to the whole class
- Peer and self-assessment, guided by the teacher.

**Our marking cycle is six weeks, or over eight lessons if this is longer than six weeks.**

### **1. Written work**

Marking must be meaningful, developmental and personalised. Each marking cycle must contain at least one opportunity for self and peer assessment. In addition, in each marking cycle at least one piece of quality teacher marking will:

- Indicate what the student has done well
- Give an accurate assessment of attainment
- Give focussed advice ( at least one target clearly signposted with T) on how to improve linked to assessment criteria (next steps)
- Require the student to reflect on and respond to this advice (signposted with SR in the margin). This can be in the body of the work or on the Progress Tracker sheet
- Acknowledge student response to the marking.

**Self, peer and teacher marking must be made very clear.**

The codes TA, SA or PA can be used to clearly identify assessment. It is good practice for quality teacher marking to be dated. Peer marking should be introduced by ‘Peer marked by (name)’. Green is the preferred colour for teacher marking.

All exercise books / folders should have the target grade clearly displayed, and the student’s own aspirational grade. A Progress Tracker sheet must be present, preferably on the inside front cover, on which the student can record and track the progress of their work.

## **2. Practical subjects**

Practical subjects with no written work must give opportunities for self and peer assessment at least once during the marking cycle, as well as quality teacher feedback following the guidelines above, which may be verbal. Students' progress should be recorded on a Progress Tracker sheet which must be made available for the student to view at least once during the marking cycle, or recorded in the student planner. Students should know their target and aspirational grades.

## **3. Written accuracy**

Unless no written work has been completed, a sample of work in every subject (about 100 words) will be marked for written accuracy at least once every marking cycle using the marking codes attached. Students must be given time to review the accuracy of written work as part of their reflection.

Teachers may correct errors, or decide to identify mistakes, assisting the student to then make corrections. Student response may involve copying the passage out, or correcting errors and explaining these to a partner. Teachers will make a judgement on which approach is best for their students.

Students with SEN needs must have those needs accommodated appropriately. Please seek advice from Learning Support if necessary.

## **4. One to one conversations**

Every student in year 10 and 11 will be offered a one to one conversation about their learning and progress at least once during the year with each subject teacher. Sixth form students will have this opportunity twice during the year. Many students have indicated that this is their preferred form of feedback. Students will be required to contribute to a written record of the conversation so that they can review this when they need to. Copies should be in exercise books / folders. A copy will be kept by staff and may be shared with the subject leader and parents.

Staff give a lot of time to preparing and giving quality feedback. It is the student's responsibility to respond to the feedback that is offered, in order to make subsequent improvements in their learning.

**WRITTEN ACCURACY ACROSS THE CURRICULUM**

**MARKING CODES**

<b>Sp</b>	<p><b>Spelling errors</b> are underlined. <b>Sp</b> is written in the margin. (Up to 3 will be written at the end of the piece of work for you to practise.)</p>
<b>SD</b>	<p><b>Sentence demarcation</b> - a ring around where there should be a full stop / question or exclamation mark and capital. <b>SD</b> is written in the margin.</p>
<b>CAP</b>	<p>Inappropriate <b>capitals</b>, or missing capitals are ringed. <b>CAP</b> is written in the margin.</p>
<b>Ap</b>	<p>Inappropriate <b>apostrophes</b> or missing apostrophes are ringed. <b>Ap</b> is written in the margin.</p>
	<p>A wavy line indicates the <b>writing doesn't make sense</b>.</p>
	<p><b>Obvious errors</b> are underlined and/or corrected.</p>
	<p><b>Omissions</b>, of a single word or phrase, indicated by </p>