

## Marking and Feedback Policy

*Appendix 6 of Curriculum, Teaching and Assessment Policy*



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## 1) Policy Statement

### **i. Aims**

‘Marking and Feedback’ refers to a range of activities undertaken by teachers in order to accomplish the following aims:

- To support pupils to reflect on their learning, feel proud of their achievements, identify their next steps, and begin to take them.
- To support teachers to review the impact of their teaching based on the learning that has taken place, and to feed these insights forward into their planning for future progress.

### **ii. Our Approach**

Our approach to marking and feedback begins with an affirmation of the principles set out by the Independent Teacher Workload Review Group in March 2016:

*‘We recommend that all marking should be **meaningful, manageable and motivating**. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education’*

It is our therefore our aim that all activities undertaken in relation to marking and feedback are:

**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 are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching

**Manageable:** marking practice is proportionate and considers 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. This is written into any assessment policy.

**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 their work

### **iii. Assessment Principles**

Our first thought of what ‘marking and feedback’ looks like might be the image of a teacher working through a pile of exercise books with a red biro and a pack of stickers. This is one example of something we might do, but at Alfreton Park we are keen to emphasise that a much wider range of activities are included within the way we use the phrase ‘marking and feedback’.

The Workload Review Group also said:

*‘Marking should be part of an assessment policy alongside other practices that inform teachers, create positive pupil outcomes and drive future planning. Giving marking separate policy status may have contributed to the perception that it is more important and has more impact than other types of feedback.’*

This document is therefore part of our overall Curriculum, Teaching and Assessment Policy.



Our Curriculum, Teaching and Assessment Policy and its supporting documents set out a range of assessment activities that teachers are expected to undertake, and it sets out a distinction between two different types of assessment:

*Assessment for Learning (Formative Assessment)*

This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

*Assessment of Learning (Summative Assessment)*

This is any assessment that summarises where learners are at a given point in time, providing a snapshot of what has been learned.

Seen through this lens, 'marking and feedback' is mostly concerned with *formative assessment*, although it also encompasses activities that will make *summative assessment* possible at a later point in time (e.g. multimedia evidence collection, evaluation notes, tracking sheets, etc.).

#### iv. Class Systems

In September 2018 teachers at Alfreton Park collaborated to agree key principles for our new Marking and Feedback Policy. There was consensus that our arrangements should offer a balance between **flexibility** and **consistency**, and that class teachers should be free to develop their own approach within an agreed set of parameters, to suit the curriculum taught in their class. The rest of this document sets out the details of how we intend to achieve this.

	Flexibility	Consistency
<b>What?</b>	Freedom for teachers to develop their own systems for marking and feedback to use within their class, to best meet the specific needs of their pupils.	Clear expectations, available support and shared practice, so that all staff are clear on the common responsibilities that apply across all classes in school.
<b>How?</b>	<p><b>Marking and Feedback Strategies</b></p> <p>An illustrative list of techniques that class teachers may opt to employ as they develop a system to suit the needs of their class and their own working preferences.</p>	<p><b>Marking and Feedback Expectations</b></p> <p>A clear list of duties that class teachers must undertake in relation to marking and feedback. There are many different options for meeting these expectations.</p>



## 2) Alfreton Park Marking and Feedback Strategies

This table briefly summarises a range of specific techniques that teachers might use as part of (or in connection with) 'marking and feedback'. Some of these activities are completed 'in the moment' during a lesson, where the impact on the pupil is greatest, whereas others are more reflective tasks that teachers will complete as part of their planning and preparation for future learning.

The strategies listed are organised according to whether they are *primarily* intended to increase the understanding of the pupil or of the teacher. Many examples in fact achieve both, and the aim of everything teachers do to study pupils' progress is that it should be ultimately be utilised to affect an impact upon their future learning. We think it is helpful to think about the activities in these terms so that teachers may be more conscious of how they are using their time.

Pupil Understanding	Teacher Understanding
<ul style="list-style-type: none"> <li>• <b>Feedback</b> an umbrella term used to describe all attempts to communicate with pupils about their work</li> <li>• <b>Marking</b> annotations made on pupils' work for them to engage with and learn from e.g. suggested next steps, smiley face, etc.</li> <li>• <b>Positive Reinforcement</b> verbal, visual or gestural cues to indicate and celebrate success e.g. praise, facial expressions, high five, applause, etc.</li> <li>• <b>Rewards and Prizes</b> a material form of positive reinforcement, offered as an incentive for good work, perhaps via a sticker chart or token system</li> <li>• <b>Targets</b> differentiated learning objectives are set to address pupils' needs, for each lesson, and as part of an Individual Learning Plan</li> <li>• <b>Lesson Plenary</b> an activity designed to review and reinforce the learning that has taken place during a lesson</li> <li>• <b>Formative Questioning / Tasks</b> questions and tasks are presented in a way that reveals misconceptions and supports pupils to construct new understanding</li> <li>• <b>Self-Assessment / Peer Assessment</b> pupils are supported to reflect on their learning or that of their peers, commenting on successes and areas for development</li> <li>• <b>Home School Diary</b> daily highlights are communicated to pupils' families so learning can be discussed and reinforced across settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations</b> watching a pupil engage in a task and writing assessment notes, which could be very detailed or written on post-its</li> <li>• <b>Evaluations</b> reflective comments to review learning written for staff rather than pupils, usually to inform future planning</li> <li>• <b>Planning</b> prior learning is used to inform the setting of differentiated learning objectives and activities for pupils</li> <li>• <b>Evidence</b> examples of work collected over time to enable a comparison between standards at given points to review progress</li> <li>• <b>Photos and Videos</b> valuable evidence, and also a powerful way to celebrate success and increase self-awareness e.g. photos on screen</li> <li>• <b>Summative Assessments</b> pupil progress is reviewed each term using two main mechanisms; B Squared Assessments and ILP Targets</li> <li>• <b>Individual Learning Plans</b> unique targets and personalised provision for each pupil, to review and plan for medium-term progress</li> <li>• <b>Moderation</b> common standards and working practices for assessment are established through teacher meetings</li> <li>• <b>Annual Review</b> teachers write a report on progress over a year to share in a meeting attended by the pupil, their family and professionals</li> </ul>



### 3) Alfreton Park Marking and Feedback Expectations

The Independent Teacher Workload Review Group recommends that:

*The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.*

We generally refrain from specifying an amount of any activity that must be completed, asking teachers to concentrate instead on developing efficient systems to **minimise workload** and **maximise impact**. Staff should not spend hours 'marking' to tick a box. We aspire to make marking and feedback as **meaningful, manageable** and **motivating** as possible through setting the following expectations, and inviting teachers to meet them in a way that suits their own working preferences.

Key Areas	Expectations / Responsibilities
Regular Teaching Responsibilities	<ul style="list-style-type: none"> <li><b>Observations, Evaluations</b> and <b>Marking</b> of prior learning should be used to inform lesson <b>Planning</b>, and particularly the identification of suitable differentiated <b>Targets</b>, activities and resources.</li> <li>Teachers should plan lessons that include <b>Formative Questioning / Tasks</b> that support pupils to understand and meet <b>Targets</b>.</li> <li><b>Lesson Plenary</b> activities should feature as part of all learning at school, whether as part of a short 1:1 task, or a longer whole group lesson.</li> <li>All pupils must receive some form of <b>Feedback</b> on the work they have done in every lesson.</li> <li>Effective <b>Feedback</b> strategies might include; <b>Positive Reinforcement, Rewards and Prizes, Photos and Videos, Self-Assessment, Peer Assessment</b>, and <b>Marking</b>.</li> <li>Forms of <b>Feedback</b> should vary, but each pupil should expect to receive a period of deep attention and 1:1 instruction from the class teacher at least once a week.</li> </ul>
Individual Learning Plans	<ul style="list-style-type: none"> <li><b>Evidence</b> must be collected every week to support end of term <b>Summative Assessment</b> of progress made towards each <b>Individual Learning Plan Targets</b>.</li> <li>Examples of effective evidence might include <b>Observations, Evaluations, Marking, Photos and Videos</b>.</li> <li>For all <b>Individual Learning Plan Targets</b>, we must be able to review progress through reference to at least two forms of <b>Evidence</b> collected over the assessment window. This takes place at <b>Moderation</b> meetings and <b>Annual Review</b>.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>Teachers must clearly communicate to support staff the details of the <b>Marking</b> and <b>Feedback</b> systems they use in class, and their role with respect to these activities.</li> <li>Support staff impact is maximised when they are regularly involved in the full range <b>Marking</b> and <b>Feedback</b> activities teachers complete. <b>Planning</b> and <b>Targets</b> must be shared, so that support staff <b>Feedback</b> and <b>Observations</b> are effective.</li> </ul>



#### 4) Record Keeping

There is flexibility for teachers to decide what sorts of marking and feedback evidence will be most effective to collect, as they develop their own approach. There are however, some agreed conventions for record keeping, which apply across the whole school:

##### i. Record of Achievement Folders

Classroom staff maintain a digital Record of Achievement Folder on the school network for each pupil. At least one high quality photograph or video of work from each curriculum area is added each term. This is a minimum of 24 pieces of multimedia evidence over the course of each year, which should cover a wide range of lessons and activities. These can be used at Annual Review and towards Annual Reports.

##### ii. Individual Learning Plan Folders

Details of current ILP and evidence of progress towards targets in each area of the curriculum.

At least one piece of evidence per target per week, and two types of evidence over the course of each assessment window.

##### iii. Pupil Progress Folders

Evidence of general progress in each area of the curriculum, beyond the narrow focus of the ILP.

At least one piece of evidence from any curriculum area each week, aiming to build up a broad sample of general highlights and achievements over the course of each year.

##### iv. Marking Shorthand

For all evidence collected, the following information about the original work must be clear:

- Pupil Name
- Date completed
- Target / objective / aim of work
- Level of support received

This applies for marking, observations, evaluations, photos, post-it notes, charts, and any other written or printed records of pupil work.

We use the following agreed shorthand to indicate the level of support:

Code	Level of Support
I	Independent
SH	Spoken/Signed Help
VP	Visual Prompt
GH	Gestural Help
PH	Physical Help
SE	Sensory Experience
ER	Experience Recorded

