



Marking, Assessment and Feedback Policy

	TO BE REVIEWED BY THE GOVERNORS' TEACHING AND STANDARDS COMMITTEE
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Contents:

- Vision
- Rationale
- Context
- Principles

Appendices:

1. Marking for Literacy
2. Securing Learning Cycle
3. 12 Strategies for marking and feedback
4. Socratic Questioning
5. Work scrutiny grid

Vision

To develop an inclusive, dynamic, high achieving learning community, where all students and staff are happy, whilst being supported and encourage to be ambitious, achieve personal success and make a positive difference to their world.

Be happy, be ambitious, make a difference.

Rationale

The City of Leicester College recognises that assessment, in all its forms, is integral to the teaching and learning process which enables students to become outstanding, independent learners and is essential to students making progress and, therefore, to raising standards.

'Assessment for learning can contribute to the development of effective schools. If assessments of learning provide evidence of achievement for public reporting, then assessments for learning serve to help students learn more. The crucial distinction is between assessment to determine the status of learning and assessment to promote greater learning'.

(Stiggins, R. J. 2002. Assessment Crisis: The Absence of Assessment FOR Learning, in *Phi Delta Kappan* Vol.83, No.10 pp758-765)

Context

What students need:

- Regular feedback on:
 - what they've learnt (knowledge, skills, understanding) – e.g. linked to Scheme of Learning (SoL) and learning outcomes (TTS, grade criteria, PLC)
 - what they need to improve
 - how to improve
 - their use of language within the subject in order to improve their communication in that subject.
- Regular opportunities to improve their skills and apply their learning independently (e.g. up-levelling).

What parents need:

- Regular, accurate, meaningful feedback on their child's progress, attainment, attitude to learning (AtL), strengths and areas for development.
- Prediction of attainment at the end of KS4 and progress towards this, in relation to prior attainment.
- Information on what their child needs to do to continue to progress and what the parent can do to help/support.

What teaching staff need:

- Appreciation of the subject specific knowledge, skills and understanding students need in order to develop in their subject.
- A clear and **accurate** understanding of a student's strengths in a subject and their areas for development.
- Understanding of external assessment requirements and processes.
- SoLs which enable progression in skills and knowledge in their subject across 2 and/or 3 key stages

- Knowledge of the language and numerical skills required to learn and communicate effectively in their subject.

Principles

We believe effective teaching is underpinned by the DTT (Diagnosis – Therapy – Testing) process.

We need to be clear for each unit/topic/lesson what we want students to know/be able to do. We need to employ mechanisms before, during and after learning to check students' progress so we can support and challenge each student appropriately.

In order for this to be effective, the following need to be in place for each subject in each year:

- 1 – Progression Map – *showing progress from Y7 - 13*
- 2 – Calendar – *course overview for each year group (incl. assessment points)*
- 3 – Topic Threshold Sheet Y7 – 11 (ref. to grade criteria where appropriate) and Assessment Objectives at KS5
- 4 – Schemes of Learning
- 5 – PLCs - *for each unit/topic/course; RAGged to show progress; differentiated for ability groupings*
- 6 – Systems for students to engage with feedback – *e.g. PPR, STAR. Learning log.*

Diagnosis – Therapy – Testing (DTT)

- Teachers will:
 - set clear measurable, specific success criteria
 - ensure assessment is an integral part of the learning process, using a range of strategies during lessons to get feedback on what students have learnt e.g.
 - peer assessment
 - self-assessment
 - written task
 - questioning (teacher and student)
 - spoken task
 - quiz/game
 - observation
 - exit ticket
 - H/W, IL task,
 - recovery questions
 - use feedback to identify next steps for students' learning and to set appropriate levels of challenge and support
 - use assessment to motivate students to learn
 - provide planned opportunities for students, who are secure in their learning, to apply their learning in a more formal situation e.g. controlled assessment, end of unit test, exam, PPE.

Marking and Feedback

Marking is for the direct benefit and improvement of students' learning. In order for any marking (teacher, peer, self) to have a positive impact it must:

- be encouraging, clear and constructive
- be given as quickly as possible
- give feedback not grades (unless it is directly related to an exam based mark scheme; is a summative assessment e.g. end of topic test)
- give feedback on what has been achieved in relation to specific targets and success criteria which are made explicit to the students in advance
- tell students clearly, explicitly, legibly, in language they can understand, what they've done well and set targets to make further progress
- give short-term targets, not too many of them, personalised to the student, which can be coded
- support an ethos where we encourage students that it is positive to make, identify and learn from mistakes

- identify, in order for students to correct, mistakes
- encourage a dialogue between teacher (and/or peer) and student
- ensure students are given time to engage with feedback and respond to it.

Non-negotiables:

Each Hub has developed its own marking, assessment and feedback policy which builds on the above principles. The following are non-negotiable:

- Feedback in books/folders
 - Students should receive feedback on average every 6 hours of teaching (see Hub policies for subject specific guidance).
 - Work should be marked for technical accuracy using the Marking for Literacy guide (appendix 1).
 - Students should have the opportunity for up-levelling after every piece of feedback
 - Up-levelled work needs to be marked.
 - Students should write in black or blue ink.
 - Teachers should mark in any colour other than black, blue or red e.g. green/purple.
 - Students should use red ink to respond to feedback and up-level.
 - Teachers should use a range of feedback strategies to effectively manage workload e.g.
 - Smile and suggest
 - What went well (WWW)...even better if (EBI)...
 - T – target
 - Coded feedback T1, T2, T3 etc. students write target from list
 - Fix it five.
 - Rewards recorded in books e.g. L1, L2, L3.
 - Learning journal/diary should be used (for subjects that have less written work) to record and reflect on learning.
 - Drafted work should be evident in students' books to show their learning journey.
- Accuracy of assessment
 - Teachers' marking and assessment must be regularly moderated in order to ensure accuracy and consistency of evidence being used to make professional predictions.

Reporting to Parents:

Teachers follow agreed whole college and faculty systems and procedures in responding to students' work in order to give clear messages to pupils, parents and other adults about individual progress. Formative and summative assessments form the evidence for teachers' professional predictions

- Maximum 5 data collections per year of Professional Predictions and AToL grades
- Regular work scrutiny and moderation to ensure accuracy and consistency of assessment

September 2017

Marking for Literacy

The ability of the individual student and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark. All teachers are required to mark for spelling, grammar and punctuation to enable students to learn accurate written communication skills.

Errors should be identified, but not corrected, and students must be given time, and support, to do corrections.

Abbreviation	Meaning	Next Steps
P	Punctuation error	Check your work and edit punctuation by adding in or taking away punctuation marks.
Sp	Incorrect spelling	Look at the word highlighted. Correct the word (use a dictionary if you need to) and learn this new spelling.
Gr	Incorrect grammar	Read through your work to check that your words make a complete and clear sentence.
//	Start new paragraph	Look at where a new paragraph should go. Decide why this new paragraph should start here. Look to see where it should end.
^	Omission – something missed out	Read your work to check what you have missed out e.g. word or phrase.
Cp	Capital Letter	Check to see where you need a capital letter e.g. names, start of sentence, titles, I.
?	Meaning unclear	Check that your sentence makes sense by reading it out aloud to yourself or a partner.
Te	Incorrect tense	Look at the tense you begin with. You have made a switch in tense so check your verb endings and edit.

Securing Learning Cycle (incorporating DTT)



12 strategies for Marking and Feedback

Feedback	Example
1. Delayed marking	Student work is not given a grade, or score on the work (although the teacher records a grade in their teacher's mark-book). Teacher written comments address the quality of the work, and give guidance as to how to improve. Students need to be given time to read the comments in class to find out how they have achieved. After some time (e.g. one week) the teacher talks with some students individually to discuss the work, the teacher feedback, and the grade or mark that was given to it.
2. Re-marking.	Get students to re-do a piece of work for you after a lesson focused on how to improve. Only accept the work if they have now scored a higher mark on it because they understand the feedback on how to improve. The Yellow Box is a useful methodology.
3. Mastery marking	Only accept a piece of work when it is of a specific quality. You might only give one grade, an A. Students are expected to continue to re-draft and resubmit their work as many times as necessary in order to achieve an 'A' grade.
4. Responding to marking	Teacher feedback is written at the start of the exercise book and signed and dated. Students then make an appropriate response below the teacher feedback, including where to find any redrafting. The next piece of work will not be marked until the student has responded to the last feedback provided. (Is this sustainable on teachers' workload?)
5. Student marking	Get students to mark their own work, and their peers' work, using student friendly mark-schemes.
6. Highlighting	Students are given coloured pens and are expected to highlight on their work where they have shown evidence of different skills according to the requirements of the mark-scheme.
7. +, -, = (Plus, Minus, Equals)	Mark student work in relation to previous work. If the latest work is of the same quality as the last, it receives an '=' if it is better than the last it receives an '+', and if it is not as good as the last it receives a '-'.
8. Focused marking	Mark student work against one or two specific criteria, even though there may be many criteria that could be marked. This allows the teacher to provide more focused and detailed feedback on things. The teacher's markbook contains the skill marked rather than the title of the work set.
9. Find and Fix Your mistakes	Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.
10. Margin marking	Instead of marking each spelling or grammar mistake, put a mark in the margin for some of them for the students to find their own mistakes, and correct them.
11. Traffic lights.	Students are given a Red, Amber, or Green mark for a piece of work. All red or amber work can be redrafted in an attempt to achieve a green mark. The final grade is calculated from the number of Green and Amber marks.
12. Aim for the next level	Students identify levels of improvement by comparing their work to exemplars at the next level or achievement. Students realise that they need to set themselves higher standards. Able students find that they can improve a good piece of work.

Socratic Discussion -Powerful Assessment.

Questions that seek clarification

- Can you explain that?
- Can you give me an example of...
- What do you mean by...?
- How does that help...?
- Does anyone have a question to ask..?

Questions that probe reason and evidence

- Why do you think that...?
- How do we know that...?
- What are your reasons....?
- Do you have evidence..?
- Can you give me an example/counter example...?

Questions that explore alternative views:

- Can you put it the other way..?
- Is there another point of view..?
- What if someone were to suggest that..?
- What would someone who disagreed with you say?
- What is the difference between those views/ideas..?

Questions that test implications and consequences:

- What follows (or what can we work out from) what you say..?
- Does it agree with what was said earlier..?
- What would be the consequence of that..?
- Is there a general rule for that..?
- How could you test to see if it were true..

Questions about the question / discussion?

- Do you have a question about that..?
- What kind of question is it?
- How does the answer/discussion help us?
- Who can summarise so far?
- Are we any closer to answering the question or solving the problem ?

Work Scrutiny Marking Criteria - All judgements to be made over time and in relation to each student's ability.

	1	2	3	4
Non-negotiables	The following are in place in books/folders and are being used effectively: <ul style="list-style-type: none"> Course calendar PLCs (dated/RAGged) AOs/grade descriptors/TTS System for students to engage with feedback. 	The following are in place in and have started to be used: <ul style="list-style-type: none"> Course calendar PLCs (dated/RAGged) AOs/grade descriptors/TTS System for students to engage with feedback. 	The following are in place in but no evidence of being used: <ul style="list-style-type: none"> Course calendar PLCs (dated/RAGged) AOs/grade descriptors/TTS System for students to engage with feedback. 	The following are not yet in place: <ul style="list-style-type: none"> Course calendar PLCs (dated/RAGged) AOs/grade descriptors/TTS System for students to engage with feedback.
Presentation and Routines	Consistently enforced. Lead to very well organised work. Respect for and engagement in subject very high. Appropriately challenging homework set regularly.	Reinforced. Lead to well organised work. Respect for and engagement in subject. Appropriate homework set regularly.	Routines lead to fairly well organised work. A measure of respect and engagement in the subject. Homework set regularly.	Few clear routines. Poorly organised work. Respect for and engagement in subject low. Homework not set regularly.
Frequency of Marking	High frequency of marking all time of year. Highly efficient strategies make it sustainable. Easily complies with the college policy.	Marked regularly all times in the year. Efficient strategies make it achievable. In line with the college policy.	Usually marked regularly. Frequency is usually in line with the college policy.	Work is not marked regularly. Frequency is not in line with the college policy.
Quality of Written and Verbal Feedback	Sharp, focused and incisive feedback about what students can do to improve. Easily complies with the college's assessment policy. Excellent use of praise and rewards to develop a confident growth mind set and resilience around failure.	Feedback about what students can do to improve. In line with the college's assessment policy. Good use of praise and rewards to develops a clear growth mind set which means that students learn from mistakes.	Some feedback about what students can do to improve. Usually in line with the college's assessment policy. Use of praise and rewards are developing a growth mind set. Students are beginning to learn from mistakes.	Not enough feedback about what students can do to improve. Not in line with the college's assessment policy. Insufficient use of praise and rewards to develop a growth mind set. Students repeat failures.
Up-levelling leading to improvement over time	Students use feedback highly effectively. Leads to very high levels of skill/ knowledge/ understanding thoroughly embedded over time for all pupils. Always make improvements to all their marked work (up-level). Effective mechanism in place for students to engage with feedback.	Students use feedback well. Ensures skills/ knowledge/ understanding consolidated and deepened over time. Respond to feedback and make improvements to their work (up-level). Feedback mechanism in place - students know what they need to do to improve.	Most students use feedback. Results in a level of skill/ knowledge/ understanding developed over time. Most respond to feedback and make improvements to their work. Most students usually know what they need to do to improve.	Few students use feedback regularly. Resulting in little evidence of skills/ knowledge/ understanding being developed over time. Most do not respond to feedback or make improvements to their work. No evidence that students know what they need to do to improve.
Accuracy of assessment	Marks and/or grades given on work and assessments are accurate and evidence based and correlate with predicted grades given.		Grades given on work and assessments are not accurate, do not appear to be based on evidence and/or do not correlate with predicted grades.	
Literacy	Evidence that teachers embed reading, writing and communication well in the subject.	Evidence that teachers develop pupils' reading, writing and communication.	Some evidence that teachers develop pupils' reading, writing and communication.	Little evidence that teachers develop pupils' reading, writing and communication, in the subject.
Numeracy	Evidence that teachers embed numeracy well in the subject.	Evidence that teachers develop numeracy in the subject.	Some evidence that teachers develop numeracy in the subject.	Little evidence that teachers develop numeracy, in the subject.