

Hillcrest Glebedale School
Marking and Feedback Policy



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Local Procedures Owner: Karen Caswell

Issue date: March 2018

Review date: March 2019

Hillcrest Glebedale Secondary School Assessment, Marking and Feedback Policy

At Hillcrest Glebedale School we believe that it is important to recognise and value all of the children's work and personal achievements. The assessment, marking and feedback policy is designed to support and maximise children's learning and progress. Assessment, verbal feedback and formal marking of work will be carried out in a way that will celebrate success and individual achievement; promote confidence in learning; raise self-esteem as well as supporting children to identify the next steps in their learning journey. Effective assessment, marking and feedback will provide a diagnostic record of achievement for each learner and must be used daily by the teacher to plan the next stages of teaching and the next set of learning objectives for the class.

Aims

The purpose of assessment, marking and feedback is:

- To ensure our teaching is appropriate and that our learners are making the expected level of progress;
- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to evaluate whether a child can work within set time limits or targets;
- to assess and measure against the success criteria;

Assessment, marking and feedback should:

- Be used regularly to measure students' progress and performance in all aspects of the curriculum.
- To identify any areas of difficulty or barriers to achievement in learning.
- Ensure that teaching and learning is of the high standard that is expected at Hillcrest Glebedale.
- Raise individual attainment and confidence when it is prompt, regular and diagnostic.
- Motivate, encourage and reward the learner.
- Create a dialogue between learner and teacher/support staff or other adults.
- Relate to learning intentions, success criteria and children's individual targets, which should be shared with children.
- Involve all adults working in the classroom to support learning.
- Use consistent codes throughout the school. Be clear and concise.
- Monitor and show progression and feed into recording and reporting to parents/ carers or others as appropriate.
- Help teachers evaluate lesson content, strategies and effectiveness, and therefore inform future planning and teaching.
- Encourage children to evaluate their own work and to reflect on their progress, strengths and areas for development.
- Be manageable for teachers.

Formative Feedback and Marking

When oral or written feedback is given during a lesson, teachers' comments should focus on issues about the learning objective/ challenge in relation to the child's targets. Diagnostic or developmental comments will be made on the work. Formative marking and feedback is given as an integral part of classroom practice and it's used to inform the short term planning cycle. It informs teachers/support staff about the progress of learners.

Summative Feedback and Marking

This will be provided at the end of a piece of work or learning topic. Summative pieces are graded or levelled and feedback relates to this.

Specific practical guidelines for Feedback and Marking

- All work should show evidence of regular marking.
- Success criteria should be provided to pupils and learning objectives recorded.
- Written feedback should always include encouraging comments on strengths, effort or presentation.
- Written feedback should link back to success criteria/learning objectives, be specific and should inform pupils where they are in their learning and what they need to do to improve or complete tasks.
- Pupils should be given time to act upon feedback using the MAD template and staff should ensure that feedback is responded to.

- Pupils should be encouraged to participate in self and peer evaluation regularly.
- Current levels/grades should be marked clearly in books and next step targets should be listed to support the child.
- Students should be encouraged to correct subject specific and commonly misspelt words to support the development of literacy.
- Homework should be clearly identified

Secondary

- In Key Stage 3 teachers track pupil progress against age related expectations (ARE). It should be noted that for a number of our children, in numerous subjects, they follow programmes of study from earlier year groups which are more appropriate. This enables all our children to make progress in their own lessons.
- In Key Stage 4 teachers track pupil progress in a number of different ways; GCSE grades, BTEC's, Functional skills, Entry level qualifications; this is then broken down to show incremental progress. All subject teachers are responsible for submitting attainment levels for all students six times yearly at the end of each half term.

Primary

Assessment should always be fair, honest, ambitious and appropriate. The outcomes from assessment should provide meaningful and useful information. The main purpose of assessment in our school is to help children, teachers and parents/ carers to plan the next steps in the learning for our children and to monitor our provision, to ensure it is of the highest standard.

In order to ensure that the progress of our primary aged children is monitored closely and effectively we use the **STAT Sheffield 'School Tracking and Assessment System,'** This helps us to ensure that the teaching and learning is closely linked to each of the children's next steps in learning in reading; writing; Maths spelling, punctuation and Grammar (SPAG).

Students are assessed regularly against specific objective learning criteria, **The STAT Sheffield 'School Tracking and Assessment System'** is then used to record and monitor each child's individual progress. This system links directly to the '**National Primary Curriculum 2013'** learning steps. Student learning is benchmarked consistently and accurately against learning statements that are included within subject grids. These grids are then used to create detailed summative assessments of learning. Each 'Step comprises of a set of objectives [Stars] and Key Performance Indicators (KPIs) that are correlated with the **age related expectations (ARE)** of the children within their given year group/class. Children can be assessed as being on any step at any time regardless of their actual age. This then allows for learning to be differentiated to meet each child's learning needs.

Various assessment tools will be used throughout the year to monitor children's progress. These include PUMA/ PIRA Tests are completed termly which will provide information including a standardised score. NFER/ GRTII and Salford test/ BPVS. These are completed appropriately as and when required.

Presentation of work

- All work should have a date and a title.
- Pencil should be used for diagrams/ graphs.
- Rulers should be used for underlining and drawing straight lines.

- Criteria and learning objective/ challenge included with each new piece of work.

Feedback Code	Meaning
S	Spelling error
^	Missed word/s
?	Unclear meaning
G	Grammatical error
P (.,!'"')	Punctuation missed/ incorrect
x	Incorrect answer
I	Independent work
w/s	Work completed with support
WT	Working towards

This policy is reviewed annually by the governing body.

Signed (Head teacher):

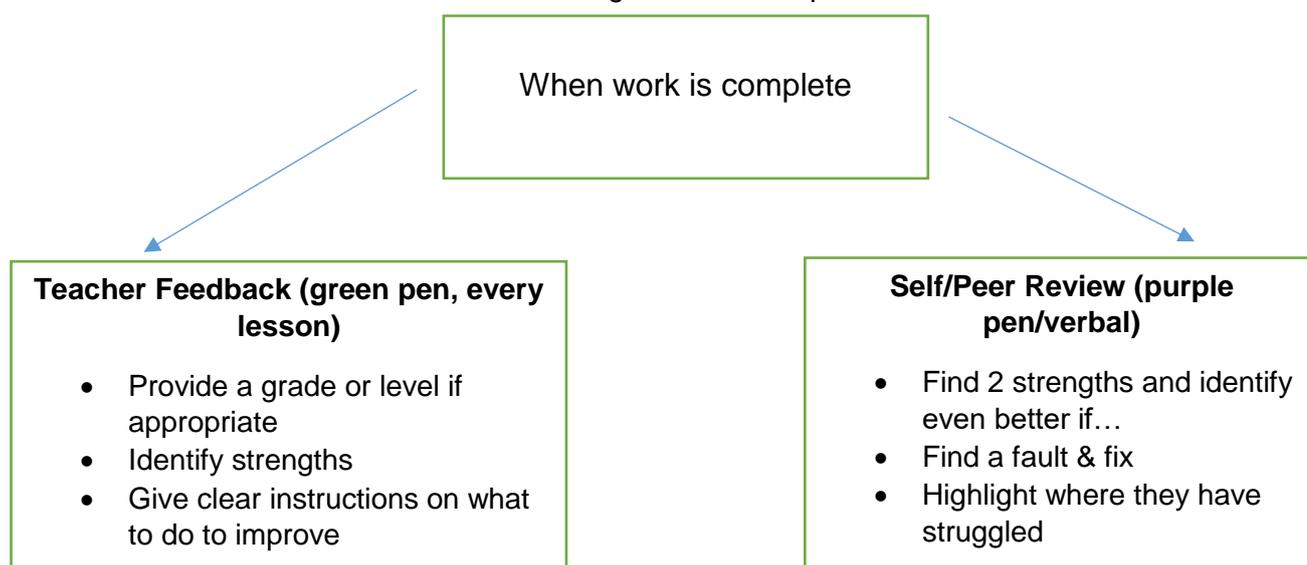
Signed (Chair of Governors):

Standard and Quality of Marking and Feedback									
Teacher		Date		Monitored by		Sample attached		observed	
Outstanding	Strategies exist to acknowledge/ celebrate the achievement of targets.								
	Children are involved in setting targets for improvement.								
	Children actively demonstrate understanding of targets set.								
	Comments are concise & diagnostic, demonstrating good subject knowledge which secure improvements								
	There is a very good level of response to personalised comments from teachers.								
	There is some subsequent response from the teacher.								
	Peer, self and teacher assessment are evident, valuable and valued								
Good	All children are set relevant, accurate targets on a regular basis.								
	Self-Assessment is a regular activity: children know what they are good at and how to improve.								

	All evidence of children's written learning is acknowledged.	
	Teacher's vocabulary promotes understanding and learning.	
	Children revisit and respond to previous learning through written, post-task questions.	
	Children respond to personalised comments from teachers.	
	Marking is positive and relates directly to the lesson's learning objective	
Requires Improvement	Sufficient work in the children's work showing impact of marking, reflecting a well-planned curriculum	
	Work is marked regularly.	
	Children know how well they have done in relation to the objective.	
	Marking helps to build confidence.	
	The majority of marking is about recognising success.	
	Some relevant targets are set.	
	The teacher's handwriting is easy to read.	
	The teacher's spelling and use of Standard English is accurate.	
Inadequate	Marking is likely to be inadequate if it does little to help children to improve.	
	Work is not marked regularly.	
	Marking is not linked to the objectives.	
	Marking does not help to build confidence.	
	The majority of marking is not about recognising success.	
	No relevant targets are set / targets are poorly chosen.	
	The teacher's handwriting is not easy to read.	
	The teacher's spelling and use of Standard English are inaccurate.	
	Work is marked incorrectly.	
	The advice given to children is inaccurate.	
	There is insufficient work in the children's books to allow marking to have impact.	
Comments:		

Feedback Flowchart

Effective dialogue to affect improvement



Make a Difference

Dedicated time for pupils to work on a specific challenge to extend learning or improve on a piece of work following feedback from staff. **MaD work to be clearly labelled in books and in planning.**

At least every week

- Maths
- English
- Science

All other subjects at least every 2 week

Guidance/Examples

- Editing of a piece of work or one paragraph and developing an identified area e.g. punctuation, literary devices
- Adapt a recipe to meet the needs of a specific group
- Alter style of question to an everyday or functional context.
- Use larger numbers
- Re-do an exam question to achieve a higher grade
- Re-write with correct spelling of keywords.
- Use of probing questions to further explain answers- Why? How?

Staff should check work is completed and improvement made. The area should be re-visited if necessary.

Homework or discuss intervention with DH