



Hedingham School & Sixth Form

Marking & Feedback Policy

Approved by the Curriculum and Personnel Committee on:	13 October 2021
It was ratified by the Full Governing Body on:	1 December 2021
Next review due by:	Ongoing

PRINCIPLES

- Marking and feedback is a core activity and an essential part of learning
- Marking and feedback is a key way of monitoring the progress of students and moving it on
- Marking and feedback should be meaningful, manageable and motivating
- High quality feedback impacts on teaching and learning and curriculum development

PRACTICE

1. Students' work should bear evidence of it having been seen by the teacher

Teachers should mark using red pen. All AfL sheets should be on pink paper.

Marking occurs at different levels:

- **Formative marking** is provided with formative feedback which enables students to improve the quality of their work. A piece of work linked to the learning objectives should be identified and marked with formative comments and the opportunity for students to retrospectively improve work. Students should make subsequent improvements and amendments in green pen.
- **Summative marking** should provide a statement of standard. This could be in the form of marks achieved against a total or an examination grading (GCSE/BTEC/A Level). Summative marking used will vary between departments to meet the subject specific needs of each area.
- **Student marking**, which includes self and peer assessment, should be a feature of lessons. Pupils should use exemplars and success criteria to judge the quality of their work and areas for improvement. Student marking should be completed in green pen.
- **Recognition marking** where the teacher monitors the completion and presentation of work. This recognition of work completion and presentation could come in the format of stamps or stickers.

2. Teachers and students need to understand marking and feedback systems

- Each learning area and subject area should have a marking policy which successfully reduces the marking load for all teachers, while ensuring that marking and feedback remains purposeful. The marking policy also:
 - Identifies which work should be marked in detail on a regular basis
 - Provides clear "next step" targets on how to improve work
 - Directs how and where assessment data is recorded
 - Outlines the process by which students make improvements to their work
- Details relating to how consistency across learning areas is directed and monitored is detailed in Appendix I

3. Subject Leaders need to check that marking and feedback is having a positive impact on student learning and progress

- Monitoring marking is a subject leader's responsibility and should be undertaken at least half termly.
- Subject leaders should ensure that marking and feedback systems are consistently being used and that they remain fit for purpose

4. Teachers should promote literacy and good presentation of written work

- Teachers should use the symbols in Appendix 2 to mark student work for literacy
- Appendix 2 also provides the basic expectations for the presentation of student work
- Presentation of work should be monitored and recognised through use of stamps and stickers

APPENDIX I - MARKING GUIDANCE

Marking and feedback should be ...	SLT have a responsibility to...	Subject Leaders have a responsibility to ...	Classroom teachers have a responsibility to ...
In a format that meets the specific needs of each subject area	Ensure that each learning area follows the whole school assessment principles	Design a marking and feedback system that meets the specific needs of the subject area and communicates clearly with all staff	<ul style="list-style-type: none"> Consistently use agreed departmental marking and feedback systems to support student learning
Directly linked to a success criteria around specific subject knowledge and/or skills	Ensure that Department Areas have a clear understanding of what to assess in the curriculum	Ensure all departmental staff have a clear understanding of where assessment takes place and in what format	<ul style="list-style-type: none"> Provide formative feedback that supports student learning. Monitor the quality of presentation and work ethic using a form of recognition (stamp/sticker)
Easily understood by students so that it can be used to improve work and impact on student learning	Monitor the consistency of systems across the school, ensuring that marking and feedback directly impact on learning.	Ensure that marking and feedback systems are consistently used across departmental staff and that students' work shows evidence of effective feedback and subsequent response.	<ul style="list-style-type: none"> Ensure feedback is clear and valuable. Ensure time is planned in lessons for students to redraft, improve, etc.
Used, in part, to inform decisions about progress and attainment	Monitor progress data regularly and respond appropriately and quickly when needed. Used to inform curriculum decisions.	Monitor assessment data and ensure that strategies are employed to respond to progress trends that emerge from assessment points.	<ul style="list-style-type: none"> Know who is underachieving and why. Plan and take actions in the classroom to respond to learning evidenced through formative marking.
Efficient, yet effective, so to minimise teacher workload	Ensure that marking and feedback systems are not onerous for staff and that systems agreed departmentally have a high impact on learning and progress.	Consider assessment and marking points so to spread the load appropriately through the academic year.	<p>Use a range of summative assessment strategies to complement formative assessment including:</p> <ul style="list-style-type: none"> peer marking (green pen) verbal feedback recognition marking (stickers/stamps)

APPENDIX 2 - MARKS FOR LITERACY AND PRESENTATION

When marking for literacy, teachers should indicate an error on students work then encourage students to correct the error. The emphasis should be on students having to think about how to rectify any errors, not have it done for them by the teacher.

Literacy Marking Symbols:

Symbol	Meaning
///	New paragraph needed here
?	This part is confusing
SP	Spelling mistake (If the beginning of a word is miss spelt, please correct the word)
P	Punctuation error
C	Capital letter missed or used incorrectly

Presentation of Work

Students should:

- use black or blue ink for written work and pencil for drawings not felt tip or gel pens
- write the date in full at the top right hand corner of the page eg Monday 20 February
- write the heading or title at the top of a piece of work
- underline all headings with a ruler
- keep writing to the margin, except when beginning a new paragraph
- Use green pen for AFL including the retrospective improvement of marked work
- arrive at lessons properly equipped with exercise books, pens, pencils, a pencil sharpener, a ruler and an eraser