Higham Lane School
Helping Learners Succeed

Feedback and Marking Policy

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Signed: *David Buckle* **Chair of Governors** Date: **June 2018**

Higham Lane School Feedback Policy

Overview

Marking and Feedback is essentially Assessment for Learning. To ensure students make rapid progress, teachers will be giving feedback, in different forms, in lessons. It will be clear in exercise books and folders that, as a result of this feedback, students are making clear progress over time. Alongside this, key pieces of work that require summative grades will be marked.

Marking

Teachers will mark key summative knowledge/topic/module tests only. These will typically be at the end of a Scheme of Learning/unit of work. Results will be used to inform Current Working at Grade (CWG) on the SPRs that are communicated home.
For the summative assessments, students will be provided with the following feedback:

- KS3 students: whether they are above/on/near/below target
- KS4 and KS5 students: the current grade achieved
- Use of the lilac assessment sheet that includes Follow on Tasks (FOTs). Students will respond to FOTs using purple pen.
- At KS5, a feedback sheet with FOTs will be used. Students can respond in a different colour and do not need to use the purple pen. The language of 'FOT' can be replaced with 'Improvements'.
- The School's marking code will be:

> √ = an accurate point/response/answer
> **X** = an incorrect response that needs correcting in purple pen
> **__** = underline a spelling/punctuation/paragraph/grammar error. The student needs to correct any SPG error. (For SEN students a maximum of 3 errors per piece of work is sufficient).

Feedback

Feedback takes place in every lesson and the following strategies will be evident in books/folders. (At the very least written feedback should be given within either a 3 week window or within 7 lessons, whichever comes first):
- Whole-class feedback: Teachers will regularly read and take note of the strengths and weaknesses in students' work. This can be done very quickly, with the teacher skim reading the work and making notes for their personal use regarding the strengths and weaknesses, for example common misconceptions or particular responses to questions that were poorly-written. During this process, the teacher will briefly note down for their personal use, strengths and areas for improvement that applied to the whole/most of the class and the names of particular students who require additional support.

The teacher will then provide whole-class feedback that includes WWW and EBIs. The teacher does not need to write anything on the students' work, but will provide whole-class FOTs that students will respond to using purple pen.

- Highlighted box feedback: The teacher will select part of the work that will be marked more closely using the marking code. For example, this may be one or two PEA paragraphs out of an essay, or one or two key questions out of for example, four questions that students have completed. This allows teachers to mark more closely and give students direct and specific feedback where needed. Students will respond to any FOTs using a purple pen.

- Exemplars: The teacher will regularly share with students examples of work of different standards, including excellent work and students will then annotate strengths and EBIs on this work. Students will be given an opportunity to respond to the exemplars through their own writing. Teachers will also model excellent work and students will be given an opportunity to try to work at this standard (for their ability).

- Self/Peer assessment: All low-stakes assessments such as re-caps, quizzes, multiple-choice, knowledge tests and self-quizzing will be marked by students through self and/or peer marking.   Students will complete these in black/blue pen with corrections made in purple pen. Students will record scores as appropriate. This could take the form of a monitoring/tracking grid kept in students' books. This enables students to use this information to reflect on their strengths and further areas to work on. This also allows the teacher to analyse the performance of the whole class to inform planning of teaching for subsequent lessons. Teachers will take note of, for example, how many marks students scored out of 10. Teachers will also note which students have performed poorly through a lack of effort such as not revising for a test properly and take appropriate follow up action, such as placing the student in a 'catch-up' detention.

- Regular self and peer assessment of subject-specific vocabulary, spellings and definitions to improve literacy skills will take place. Students will complete these in black/blue pen with corrections made in purple pen. Students will record scores as appropriate.

- Self/peer assessment of written pieces using measurable success criteria will take place. Students will self/peer assess in purple pen. Measurable success criteria will be for example the exam criteria/the knowledge/skills required for a response.

- 1:1 verbal and/or written feedback, as the teacher determines, will take place in lessons.

- At KS5, specification folder checklists will be used and monitored regularly to check understanding.

Monitoring and evaluation of feedback

Subject Leaders will evaluate the effectiveness of feedback in their departments through book-looks which form part of the Quality Assurance calendar. Strengths, EBIs and actions from this will be shared with colleagues. Subject Leaders will also work with their SLT link to conduct joint book looks as also indicated on the School calendar. SLT will conduct book looks every half term. This will be identified on the School calendar and involves the SLT colleague collecting 3 books from every teacher to evaluate how well the feedback policy is being applied.