

VISION

Marking and feedback should enable all students to become successful and reflective learners. It provides them with positive and constructive comments on their successes and improvement(s) needed to close the gap between their current and potential performance and achieving the expected accelerated progress.

PRINCIPLES

Marking and feedback should:

- be manageable;
- be positive and motivate children to improve their learning;
- respond to individual learning needs;
- relate to learning intentions and success criteria;
- recognise success and achievement and give clear strategies for the next steps of learning;
- give time for children to respond to feedback and marking;
- involve children and all supporting adults in the process;
- inform future planning and individual target setting;
- be consistent throughout the college.

STRATEGIES

Organisation of comment only marking:

- Whenever possible, work is marked by/with students.
- Specific time is planned for marking and feedback in lessons and for students to reflect on comments and respond to them.
- When appropriate, students review their individual target, displayed at the front of their book or folder.
- Learning intentions and success criteria are informed by national criteria and shared with students during lessons, when appropriate.
- Teachers' comments focus primarily on the learning intention and success criteria.
- 'Known' spelling, punctuation and grammar are considered subsequently, when appropriate.
- Marking provides feedback on the successes and the improvement most needed against the learning intention.
 - The successes are highlighted.
 - An arrow indicates where the work could be improved most with a reminder/scaffold/example prompt for the student to respond to 'close the gap' between what they have achieved and what they could achieve.

Feed Forward marking:

When marking pupils' work consider how you would like them to engage with and respond to the marking:

- Plan lesson time for corrections and improvements



- Ensure it is clear to the pupil that their work has been marked and what is expected of them to do in response to the marking.
- Ensure it is clear to someone looking back at a pupil's work what are corrections and improvements.

Targets for improvement should be:

Specific
Measurable
Achievable
Relevant
Timely

Before you mark work:

- Ensure the pupil has checked it themselves.
- Ensure the pupil knows what criteria you will be marking against.
- Consider what you want the follow up to be on the part of the pupil.

After you have marked work:

- Consider how much lesson time you will need to allocate to improvements.
- Consider whether you need to change your planning to allow for misunderstandings.
- Consider whether you can make the next task more challenging.

Marking guidance:

- Check that pupils are aware of the key words and that they are being used and spelt correctly.
- Check whether pupils have any further questions or whether you could ask any in light of their work.
- Check whether pupils have identified/highlighted the key points and facts.
- Ensure you have told them what went well and set them 'even better if' targets that they can respond to.
- Ensure the above is subject specific.

FORMAL ASSESSMENT

- Assessments are formally marked 'at a distance' from the students at least once every half term.
- Marks/GCSE grades/working below, on track or at greater depth are recorded by teachers in their records and on the college SIMS assessment marksheets by **week five** of each half term.
- Marks/GCSE grades are shared with students, as appropriate, at least once in the half term.
- Marks/GCSE grades are used to inform future planning and teaching and learning.



WORK SCRUTINY

- Work scrutiny is undertaken in order to monitor the quality and consistency of comment only marking and teacher assessment.
- Heads and/or assistant heads monitor and moderate teacher assessments and three random samples of work including an appropriate range of students for consistency of marking and student progress each half term.
- Assistant heads may choose to carry out work scrutiny with a colleague from their centre.

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