

# **Invictus Education Trust**

## **Marking, Feedback and Assessment policy**

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## 1. Marking, feedback and assessment whole school principles and aims:

Kinver High School follows the below principles for marking and feedback in an appropriate form for individual subjects:

Feedback of learners' work should be an effective means to assess the quality of work completed and indicate how learners should improve. This is an essential part of teachers' duties and responsibilities as noted in the School Teachers' Pay and Conditions Document (2021) and is also a requirement of the Teachers' Standards:

*"Make accurate and productive use of assessment: know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback."*

Assessment and Feedback are an integral part of Teaching and Learning that support teachers in addressing students' misconceptions and closing gaps in their knowledge. This policy allows the professional to use appropriate feedback methods for their subject, considering the age of learners, stage of learning, and to ensure that maximum learner progress is taking place at all times. We seek a common-sense approach, that considers teacher workload, and aims to ensure that a teacher's feedback motivates and is meaningful to the learners. We recognise that a 'one size fits all' approach is inappropriate and that we need to allow flexibility for different subjects. However, our overarching aims, principles and expectations are the same for every key stage, in every subject.

**Research** tells us that providing feedback is one of the most effective and cost-effective ways of improving pupil learning. The EEF/Sutton Trust Teaching and Learning Toolkit found that effective feedback, on average, leads to improvements of 8+ months progress over a year, in addition, to the progress a pupil would 'normally' make. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated

alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.

### **Our Principles and Aims are that Marking, Feedback and Assessment:**

1. Motivates and means something to the learner.
2. Spans a variety of methods, such as whole class feedback, feeding forward, written comments, verbal and non-verbal, and places quality over quantity - always.
3. Provides opportunities to give praise and encouragement and to show learners that their work is valued, and that they are continuing to make progress, however small.
4. Provides a dialogue between teacher and learner to give clear feedback about strengths and areas for development in their work. Feedback delivered closest to the point of action is most effective
5. Helps learners to develop an awareness of the standards they need to achieve in order to achieve particular levels of the curriculum.
6. Supports progress as we understand that new learning is fragile: learning is forgotten unless explicit steps are taken to revisit and retrieve learning. Teachers should be wary of assuming children have 'learned it' based on evidence drawn from the point of teaching.
7. Provides a record of progress and development. However, the most important audience is the LEARNER.
8. Provides accurate, useful subject specific feedback to our learners that makes a difference to their outcomes both academically and personally
9. Are not overly onerous to the teachers to the point that their teaching and delivery standard is affected.
10. Provides feedback to learners, their parents and carers and other stakeholders such as school governors and Trust Board members.

## **2. Roles, Responsibilities and Quality Assurance**

### **2.1. The Headteacher, with the support of the senior leaders are responsible for:**

- Ensuring that this policy is implemented, monitored and remains effective through quality assurance
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

### **2.2. Curriculum Leaders are responsible for:**

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy through quality assurance and reporting their findings back to the Headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

### **2.3. Teaching staff are responsible for:**

- Ensuring that they adopt this policy when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Seeking feedback from pupils about their learning and checking for pupils' understanding; teaching should then be adapted accordingly.
- Keep accurate and timely records of their formative assessments, as appropriate
- Monitoring the learning of all pupils within their class to ensure they are making steady progress.
- Ensuring that pupils understand the feedback they have been given and act on it.
- Allowing pupils to ask questions about and respond to any feedback they have received.

### **2.4. Pupils are expected to:**

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Listen carefully to feedback and ask questions if they do not understand.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

*\*Feedback will be given to teachers in line with quality assurance systems and processes. Where feedback has included a comment for improvement, reflective feedback should be carried out to check that the instruction has been followed in subsequent pieces of work. Support will be available for the teacher, if needed, following quality assurance processes, in line with the teaching and learning policy.*

### **3. In Practice: Our minimum Expectations of marking and feedback**

- Feedback includes written teacher marking, verbal feedback, questioning, or using other methods such as whole class feedback forms, dynamic seating plans and DIRT. Feedback should be undertaken in a timely manner; for example, within a fortnight after being handed in for all key stages.
- All types of feedback should be appropriate to the specific subject and to the age and stage of the learners. Staff should use professional judgement and focus on feedback that helps all students make regular progress
- If verbal feedback is given, students should be given the time to immediately use the verbal feedback that has been given to them in order to improve their work. An example of this is DIRT time given following a WCF activity or during GRIT
- If work is checked during a lesson, (during a GRIT activity for example) it should be for the purpose of allowing the teacher to be aware of the quality of work, to challenge untidy or incomplete work, to quickly record outstanding effort and to identify learners that may need extra help. 'Live marking' can be excellent in this context. Immediate feedback following this is beneficial.
- Feedback can be completed by the teacher or the learners (peer feedback, self-assessment, group feedback) as appropriate to the task
- On assessed pieces of work positive comments should be used to praise work but also give clear feedback on ways to improve to.

## **WWW – what went well**

## **EBI – even better if**

Where appropriate, students should also be given an opportunity to act upon feedback given.

Comments should be subject specific in order to be meaningful for students. General comments which do not move students' learning forward should be avoided in isolation and without additional feedback (e.g. 'Good' 'Great work')

- Work should be marked for literacy (see Literacy codes **Appendix 1**)
- Presentation of students' work should be checked and if unacceptable actions should be taken to rectify this (see Presentation 'Respect' expectations **Appendix 2**)
- Teachers to use a red pen for marking and feedback.
- Students to use a green pen for peer and self-assessment. Peer and self-assessment should be used as a way for students to develop their own understanding of progress and assessment criteria.
- Students to use a purple pen for GRIT activities
- A summative, marked and/or graded assessment piece should be deep marked\* by the teacher at the end of each scheme of learning (**at least** termly)

(\*Deep marking includes written teacher feedback and thorough comments throughout the work. A deep marked formative key assessment task should be completed at least half termly for all students in order to ensure that students are on track, ready for their summative assessment piece)

## **Success Criteria**

All feedback should be constructed from success criteria. These must be shared with the class prior to completing any assessed work. They can be either:

- Taken from a mark scheme
- Agreed collectively by the class
- Stipulated by the teacher

Whilst these are not required for assessment of simple recall, they are pivotal in the more extended pieces of work that students complete where they apply their knowledge in different scenarios. At Kinver High School we categorise marking, feedback and assessment into two distinct categories: **formative** and **summative**. (See *Appendix 4*)

## **Formative Assessment (part of Responsive Teaching) – Assessment for learning**

This is the regular and constant use of feedback that happen in **all lessons**, mostly in informal scenarios which a teacher will use to check for and immediately address misconceptions and close gaps in knowledge. Ensure that students are representatively sampled so the teacher elicits the thinking of all. The teacher needs to be confident that all students are secure in their learning before moving on. Address any misconceptions immediately. Strategies that a teacher might use to formatively assess are:

1. Recall and Hinge Questions
2. Exit Tickets
3. Quizzes
4. Mini Whiteboard Test
5. Knowledge Tests
6. Multiple Choice Questions
7. Spelling or Literacy Tests
8. Discussions
9. Assignments
10. Extended Writing
11. Exam Questions
12. GRIT

Formative assessment at Kinver High School is evident in the following ways:

**Live teacher marking including the use of dynamic seating plans:** Teacher uses a visualiser or circulates the room to 'live' mark in red pen, sharing thought processes throughout. Address misconceptions immediately in order to ensure students do not learn and remember incorrect information.

**Verbal feedback:** The teacher or peers give high quality verbal feedback to support student progress. This feedback should be positive and specific, focusing on actions that can be taken to improve future performance.

**Student marking (self or peer):** students use green pen to check and correct answers, spot and correct errors or apply checklists to move learning forwards, in response to peer to teacher feedback.

**Whole class feedback:**

1. Read through the work
2. Note the strengths
3. Note the areas for improvement
4. Give the feedback using the WCF proforma
5. Give improvement time. (DIRT) Students respond using green pen.

**Whole class feedback proforma – Appendix 5**



- Whole class feedback could be used effectively immediately following a **GRIT** activity, if appropriate, using dynamic seating plans. In this way, students receive instant live feedback following independent work and will have the opportunity to improve their work immediately.
- Whole class feedback is to be used as appropriate, depending on the subject, and be responsive and personalised to students, where possible.
- Whole class feedback enables the teacher to share the best work, identify common errors and then addressing common misconceptions that have been identified. This short, verbal feedback time (around five minutes) consists of the teacher informing the class, as a whole, how the work produced in the previous lesson was successful and how it could be further improved.
- Whole class feedback is used across all subjects with the same structure. Teachers will use a presentation slide to present their whole class feedback - this can be added to the usual slides used for every lesson, ensuring that every teacher's first slide is presented as the Whole Class Feedback (see slide). WCF sheets can also be given to students as a way for them to know more and remember more about the feedback. The WCF session is flexible and should give time for students to redress any specific misconceptions that have arisen and, where useful, check through their work and improve it based on the feedback given.
- Students must be given appropriate time to respond to feedback. Where appropriate, students must reflect on, change, edit or redraft their work in **green** pen.

### **Summative Assessments – Assessment of learning**

Summative assessment measures performance and indicates learner attainment.

The minimum expectation is that a summative assessment piece is marked by the teacher at the end of each scheme of learning (at least every term) This assesses students' understanding of the whole scheme, whilst leaving time at the end to allow for any further learning to take place and address any misconceptions that arise from this assessment. The minimum expectations of a deep marked summative piece are:

1. Grade or numerical mark given
2. Written, thorough, personalised feedback using marking codes and WWW and EBI

Following the summative assessment feedback, students should be given time in order for them to have the opportunity to improve their work, based on the specific feedback given. (DIRT)

Examples of work that could be used as a summative assessment piece are;

1. Exam Papers
2. Exam Questions
3. Extended Pieces of Writing

4. Solving Problems
5. Completing a Design Brief
6. Performance of a Skill or Routine
7. Completion of a BTEC Component

- Minimum of one summative assessment piece is deep marked by the teacher at the end of each scheme of learning (minimum each term) using grades (as determined by the exam syllabus at KS4/5)
- Feedback should be individual and precise and must be written in **red** ink. Feedback should be timely, being returned to the students within two weeks lessons of the key assessment piece.
- Feedback must detail subject specific strengths and areas for improvement. Students should be given time following the feedback in order for them to use the feedback given productively. Students should reflect on, change, edit or redraft their work in **green** pen.
- Data is inputted three times over the year in line with the calendared assessment points. (APs) on your school's learning platform. Progress and target stickers should be completed at each assessment point. (Front of student's exercise book) Appendix 5
- Summative assessment should be a way of identifying if students have met the end point knowledge for the scheme of learning. In this way, end points are tracked at the end of each scheme of learning, year and key stage.



#### **4. Presentation of Books**


At Kinver High School we agree that presentation of students' work is crucial as it is a clear and immediate indicator of their engagement in lessons over time, their enthusiasm for a subject and the quality of learning that a student engages with. Books and students work must be cared for. Teachers complete the 'Presentation student tracker' half termly (*Appendix 3*)

#### **Expectations for Students' Presentation**

- All students, in all subjects, must write the full date e.g. Monday 5<sup>th</sup> September 2022.
- Both title and date must be underlined.
- We must ensure that capital letters are being used correctly and that all spellings are accurate.
- All teacher marking across the school in **RED PEN**.
- All responses from students in **GREEN PEN**.
- GRIT responses from students will be in **PURPLE PEN**.

## Expectations for Students' Books

What	Where?	What does this look like?																						
Students Termly Progress and Targets	Front cover, middle	Add image of target and progress sticker here																						
Respect proforma	Front inside cover of exercise book / Inside students' folder 	<div style="display: flex; justify-content: space-between;"> <span><b>Trust logo</b></span> <span>Respect your work</span> <span><b>School logo</b></span> </div> <p>In order to meet the expected standard, I agree to the following:</p> <ul style="list-style-type: none"> <li>Respond appropriately to feedback</li> <li>Every page is used and neatly presented</li> <li>Stick all relevant worksheets into your book</li> <li>Pen used for writing at all times</li> <li>Every diagram is drawn with a pencil and ruler</li> <li>Clear line through any mistakes</li> <li>Title and Date are always underlined</li> </ul>																						
Marking Codes	Inside back cover 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;"><b>Sp</b></td> <td style="padding: 2px;">Spelling mistake</td> </tr> <tr> <td style="padding: 2px;"><b>P</b></td> <td style="padding: 2px;">Missing/incorrect punctuation</td> </tr> <tr> <td style="padding: 2px;"><b>Gr</b></td> <td style="padding: 2px;">Grammatical error</td> </tr> <tr> <td style="padding: 2px;"><b>Exp</b></td> <td style="padding: 2px;">Explain in more depth</td> </tr> <tr> <td style="padding: 2px;"><b>//</b></td> <td style="padding: 2px;">New paragraph needed</td> </tr> <tr> <td style="padding: 2px;"><b>FS</b></td> <td style="padding: 2px;">Full sentence should be used</td> </tr> <tr> <td style="padding: 2px;"><b>?</b></td> <td style="padding: 2px;">Please proof read to check this makes sense</td> </tr> <tr> <td style="padding: 2px;"><b>U</b></td> <td style="padding: 2px;">Underline date and title</td> </tr> <tr> <td style="padding: 2px;"><b>✓✓</b></td> <td style="padding: 2px;">A good point</td> </tr> <tr> <td style="padding: 2px;"><b>x</b></td> <td style="padding: 2px;">Incorrect answer</td> </tr> <tr> <td style="padding: 2px;"><b>^</b></td> <td style="padding: 2px;">A word has been missed out</td> </tr> </tbody> </table>	<b>Sp</b>	Spelling mistake	<b>P</b>	Missing/incorrect punctuation	<b>Gr</b>	Grammatical error	<b>Exp</b>	Explain in more depth	<b>//</b>	New paragraph needed	<b>FS</b>	Full sentence should be used	<b>?</b>	Please proof read to check this makes sense	<b>U</b>	Underline date and title	<b>✓✓</b>	A good point	<b>x</b>	Incorrect answer	<b>^</b>	A word has been missed out
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<b>x</b>	Incorrect answer																							
<b>^</b>	A word has been missed out																							
Curriculum Overview	Page 1 of exercise book	Subject specific – what student will learn this year, how you will be assessed and how this fits into your secondary journey as a whole																						

<p>Presentation Tracker</p>	<p>Page 2 of exercise book</p>	
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- Members of staff are not expected to correct every single mistake. This will increase work load and also be demotivating to students. Students should be made aware of the purpose of marking. It is important to be selective and smart. Marking and feedback should always enable students' learning to move forward.

Please see 'Feedback' section of the Walk Thrus text p. 104 – 109 for additional information on generic pedagogical approaches to feedback, linked to Rosenshine's Principles.



- Feedback that moves forward p.104 - 105
- Feedback as actions p.106 - 107
- Whole class feedback p.108 - 109

## 5. Workload

5.1. The school understands that marking and providing feedback are large contributors to the workload of teachers. Therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

5.2. If a teacher has a query, their line manager will be available to offer guidance and support regarding the school's procedures.

5.3. If a teacher is unsure about the effectiveness of their own practices, support will be provided support to develop the effectiveness of their feedback and their implementation of this policy.

## **6. Monitoring and review**

- 6.1. This policy is reviewed annually by the Headteacher and Central Team
- 6.2. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher and/or the senior leader responsible for the Quality of Education.
- 6.3. The scheduled review date for this policy is July 2023.

## Appendix 1 – Marking codes

<b>Sp</b>	Spelling mistake
<b>P</b>	Missing/incorrect punctuation
<b>Gr</b>	Grammatical error
<b>CL</b>	Add capital letter
<b>Exp</b>	Explain in more depth
<b>//</b>	New paragraph needed
<b>FS</b>	Full sentence should be used
<b>?</b>	Please proof read to check this makes sense
<b>U</b>	Underline date and title
<b>✓✓</b>	A good point
<b>x</b>	Incorrect answer
<b>^</b>	A word has been missed out

## Appendix 2 – RESPECT document

### Respect your work

**In order to meet the expected standard, I agree to the following:**

Respond appropriately to feedback

Every page is used and neatly presented

Stick all relevant worksheets into your book

Pen used for writing at all times

Every diagram is drawn with a pencil and ruler

Clear line through any mistakes

Title and Date are always underlined



## Appendix 3 – Presentation Tracker

### RESPECT - Golden Rules for Presentation

Presentation is important and shows that you are proud of your learning.

1. Respond appropriately to feedback
2. Every page is used and neatly presented
3. Stick all relevant worksheets into your book
4. Pen used for writing at all times
5. Every diagram is drawn with a pencil and ruler
6. Clear line through any mistakes
7. Title and Date are always underlined

Half Term		EBI
1	Very Good Good Requires Improvement	
2	Very Good Good Requires Improvement	
3	Very Good Good Requires Improvement	
4	Very Good Good Requires Improvement	
5	Very Good Good Requires Improvement	
6	Very Good Good Requires Improvement	

## Appendix 4 – Formative v Summative

	Formative	Summative
<b>What</b>	<p>Assessment <b>for</b> learning - Part of Responsive Teaching</p> <p>Regular and constant use of feedback that happen in all lesson</p>	<p>Assessment <b>of</b> learning - at the end of the scheme of learning to assess the students' knowledge and understanding</p> <p>Measures performance and indicates learner attainment.</p>
<b>Why</b>	<p>Check for and immediately address misconceptions and close gaps in knowledge.</p> <p>Informs teacher future planning</p>	<p>Summative assessment identifies if students have met the end point for the specific scheme of learning</p> <p>Collect evidence of student knowledge, skill and proficiency</p>
<b>How</b>	<p>Live teacher marking, including the use of dynamic seating plans</p> <p>Written teacher marking, including use of literacy codes</p> <p>Questioning</p> <p>Verbal feedback</p> <p>Student marking (self or peer)</p> <p>Whole class feedback form</p> <p>Opportunities for DIRT in lessons</p> <p>WWW and EBI to inform students of their strengths and next steps</p>	<p>The minimum expectations of a deep marked summative piece are:</p> <ol style="list-style-type: none"> <li>1. Grade or numerical mark given (as determined by exam syllabus)</li> <li>2. Formal, personalised, subject specific feedback using WWW/EBI and literacy codes</li> <li>3. Feedback should be timely, being returned to the students within two weeks.</li> </ol>
<b>When</b>	<ul style="list-style-type: none"> <li>• Constant responsive teaching</li> <li>• <b>Throughout</b> the scheme of learning (subject specific)</li> <li>• Deep marked formative assessment using WWW/EBI at least every half term to ensure students are on track for summative assessment</li> </ul>	<p>The minimum expectation is that a summative assessment piece is deep marked by the teacher at end of every scheme of learning (at least every term)</p>
<b>Examples</b>	<ol style="list-style-type: none"> <li>1. Recall/Hinge Questions</li> <li>2. Exit Tickets</li> <li>3. Quizzes</li> <li>4. Mini Whiteboard Test</li> <li>5. Knowledge Tests</li> <li>6. Multiple Choice Questions</li> <li>7. Spelling or Literacy Tests</li> <li>8. Discussions</li> <li>9. Assignments</li> <li>10. Extended Writing</li> <li>11. GRIT</li> <li>12. Exam questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam Papers</li> <li>2. Exam Questions</li> <li>3. Extended Pieces of Writing</li> <li>4. Solving Problems</li> <li>5. Completing a Design Brief</li> <li>6. Performance of a Skill or Routine</li> <li>7. Completion of a BTEC Component</li> </ol>



# Whole Class Feedback

Class:

Date:



**What went well**

**Common errors/misconceptions**

**Even Better if**

**DIRT Activity**

**Responding to our feedback – *What are we going to do next to make progress?***

**SPAG/Vocabulary/Key words:**

**Fantastic work!**