

# Marking and Feedback Policy



## Overview

The rationale of the Rodillian Multi Academy Trust is that all marking and feedback must inform pupil progress.

### Rationale

- Consistency across RMAT.
- A policy that ensures progress of the pupils.
- A policy that demands high standards from students, and allows teachers time to plan lessons rather than spend unnecessary hours marking.
- Planned high value marking rather than a high quantity of low impact marking
- Differentiated approach to marking, depending on the type of subject.
- To embed a deeper focus on high standards of presentation.

### Good Practice

- The marking of work is part of the feedback for learning that students receive regarding the performance of their work in the academy. Marking is seen as a longer-term record of progress.
- Before a piece of work is undertaken, students should be clear what is going to be assessed when the work is marked.
- Models of answers should be made available by Heads of Faculties to use where possible/appropriate, this will aid progress and support effective AfL.
- During the piece of work, over-marking should be avoided. It is more realistic that a student will benefit from the targeting two or three key points for learning.
- Students should **proof read** their work before handing it in.
- If a student has not made enough effort or has not completed the work to expected standards, they will be asked to repeat the work and issued with an 'S' comment for standards. This includes the expectations for presentation
- After a piece of work, a response should be given.

- It is an expectation that time will be given for students to improve their work immediately/ act upon feedback given. This will be completed in **purple** ink. Students should be taught to respond and reflect effectively to teacher feedback.

### **Expectations and Standards:**

- If a student has not made enough effort or completed 'high value' work to expected standards they will be asked to repeat the work and issued with an 'S' comment for standards.

Standards of presentation for 'neat' book or equivalent:

- New page for new work
- Date written and underlined with ruler (month written in word form)
- Title underlined with ruler
- Writing done in blue or black pen
- Best handwriting
- No doodling or graffiti
- All drawings/diagrams to be completed in pencil

### **Basic expectations of 'book work':**

1. Evidence of marking and feedback that informs pupil progress
2. Marking and feedback should link to Learning Objectives, Assessment Objectives
3. Evidence of peer and self-assessment
4. Opportunities for students to respond to/act upon feedback (in purple ink).
5. Whole the academy marking protocols followed consistently
6. High expectations of presentation

NOTE: The purpose of book should be clearly displayed.

## SPAG and Vocabulary

- Subjects to teach specific subject specific words. If there is an error in a subject specific word, the teacher will highlight and the students will correct in purple pen
- All students to check and **proof read** work before it is handed in in order to remove errors and ensure that it is of the highest quality.

### SPAG appendix:

In individual subjects where there are SPAG areas to address relating to the current assessment focus or a teaching point, teachers may use the following common codes:

FS — full stops missing

CL — capital letters missing

 Upgrade vocabulary

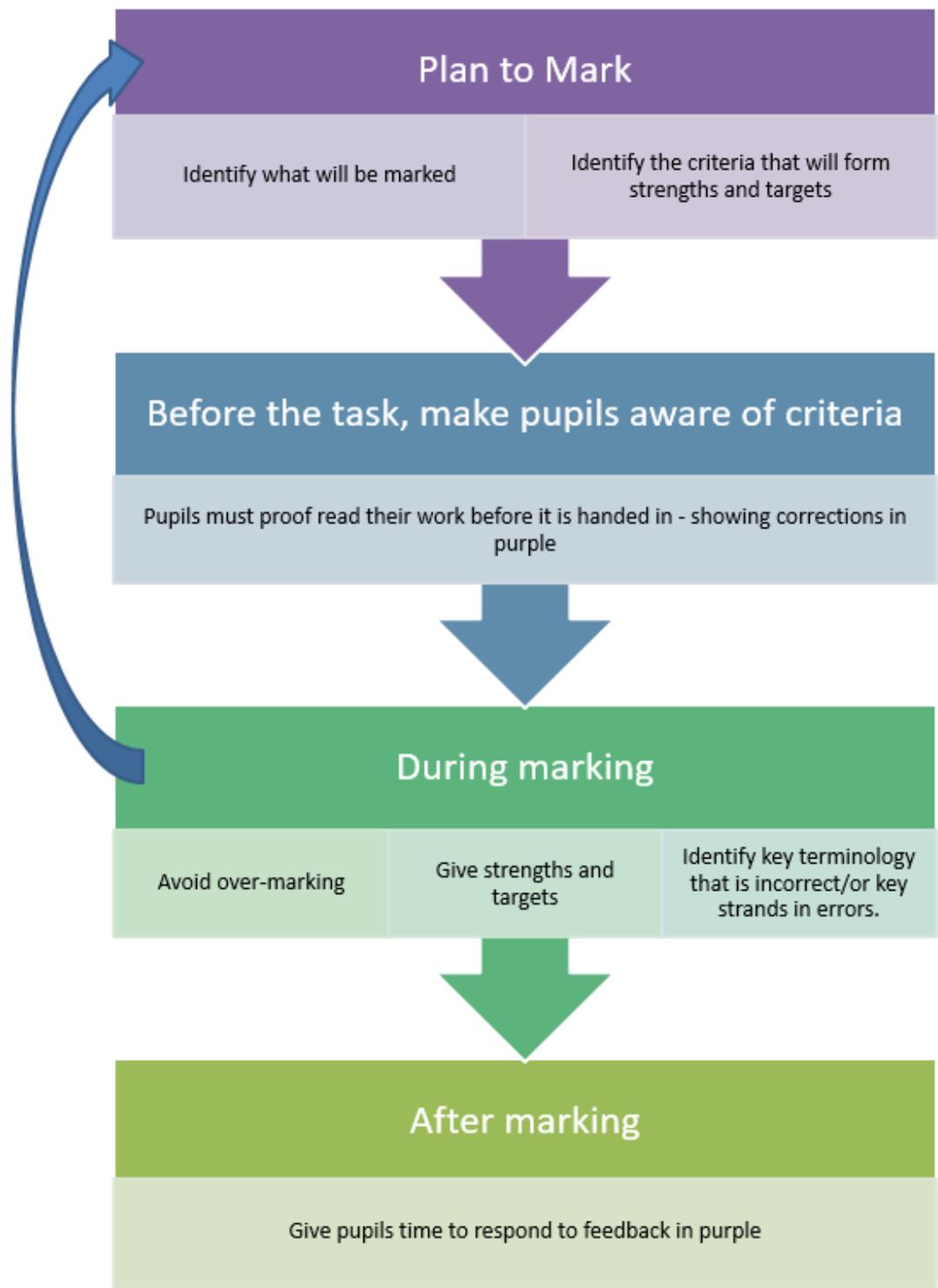
VS — vary sentences

VP — vary punctuation

Con — use connectives

Ap — apostrophes Gr — grammar

Sp — spelling error



# Marking and Feedback Policy

## Extended Writing Subjects



The rationale of the Rodillian Multi Academy Trust is that all marking and feedback must inform pupil progress.

## Years 7 and 8

### Formative feedback

Formative marking is to be completed **at least once in the middle of a unit of work** to inform development prior to the end of unit assessment. **There must be written formative feedback at least once a half term.** This should have **no grade/mark on** it at this point, only specific points on how to move forward. Time should be given to students to respond to feedback and improve their work using purple pen.

Formative feedback should enable students to instantly improve their learning, using:

**Strength:** this comment should be related to the assessment focus of the piece.

**Target:** These should be focused around specific targets that are linked to the assessment objectives/mark scheme that are actionable immediately

**Action:** This should be a purple pen activity designed to close the gap e.g. redrafting etc.

Regular oral feedback, peer assessment and self-assessment should be evident in students' work and in lessons to support the development of students' skills and knowledge

### Summative Assessment

There may be a separate summative **end of unit assessment**, which may be linked to GCSE markscheme (e.g. **highlighted adapted criteria allowing for students to identify the next steps and improve work if appropriate.**)

## Key Stage 4

- Specific formative feedback on particular aspects of the skills/content of the GCSE criteria should be given in a regular and timely fashion, for example

every two weeks if six lessons are studied over the course of a week. This should take the form of Strengths and Targets as above. Time should be given to students to improve their work as a result of feedback.

- Focused summative assessments are quality marked according to exam board criteria at the end of a section of learning. Mark schemes are highlighted for students with students identifying their next steps and opportunities to improve are given.
- NEA is marked as per exam board requirements

### **Key Stage 5**

- Coursework is marked as per exam board requirements
- Regular exam focussed assessments are quality marked according to exam board criteria and comments provide both summative and formative information. Students are expected to respond and improve their work through a purple response, either typed or in pen.

# Marking and Feedback Policy

## Mathematics



The rationale of the Rodillian Multi Academy Trust is that all marking and feedback must inform pupil progress.

### **Live Marking Expectations**

- Live marking should be a consistent feature of teaching and evident in students' books.
- Live marking will allow teachers to provide immediate, concise and regular feedback that can be acted on immediately.
- Live marking will allow teachers to provide feedback that is diagnostic and closes in on specific areas to improve. It allows for a dialogue between teacher and student with the teacher providing a suggested action that the student has to act upon before moving on to the next phase of learning.
- Marking everything a student has written is time consuming and ineffective. We must not constantly correct all issues, as students will become wholly dependent on this feedback we issue. We must make students independent learners by guiding them appropriately.

The most effective feedback takes place in the classroom. Good questioning will help identify any concerns and allow the lesson to be paced appropriately and most teachers make extensive use of immediate feedback, such as, mini whiteboards, to engage all students and monitor levels of understanding.

### **Written feedback**

- Before a piece of work is undertaken, teachers should be clear what strengths and targets will be given to students when they are marking the work. Students should be made aware of these before they complete the work. Models of answers should be provided.
- Students must proof read their work before it is handed in, correcting any errors in purple pen.
- During marking the piece of work, over-marking must be avoided. It is more realistic that a student will benefit from the targeting of two or three key points for learning.
- After a piece of work, it is an expectation that time will be given for students to act upon feedback given. This will be done in purple pen.

Students should be taught to respond and reflect effectively to teacher feedback.

If a student has not made enough effort or completed the work to expected standards they will be asked to repeat the work and issued with an 'S' comment for standards. This includes the expectations for presentation. **Marking**

- **Marking is to be completed once a half term for Years 7 and 8 and fortnightly for KS4, using a combination of formative and summative approaches.**
- Feedback should be provided on particular aspects of the skills/content of the GCSE examination criteria. This should be largely based on exam questions.
- Formative marking should have no grade/mark on it, only specific points on how to move forward. This feedback should be in the form of strengths and targets.
- Time should be given to students to improve their work as a result of feedback, and given the opportunity to improve on their work. All responses to marking should be completed in purple pen. Future marking should monitor that students have acted on the feedback.
- If there are errors in key mathematical terminology, the teacher will identify these by writing Sp in the margin and highlighting the word(s) that are incorrect. Students will correct in purple pen. This should be for a maximum of 5 maths specific spelling errors per piece of assessed work.
- Regular oral feedback, peer assessment and self-assessment should be evident in students' work and in lessons to support the development of students' skills and knowledge

#### **Standards of presentation for written work in Maths:**

- New page for new topic.
- Date written and underlined with ruler (Month written in word form).
- Title underlined with ruler.
- Writing done in pen.

- Best handwriting.
- All graphs/ tables/ diagrams to be completed in pencil.
- Writing in tables, labelling graphs and labelling diagrams should be completed in pen.
- No doodling or graffiti.
- Wrong answers should be crossed out and re-written rather than partially amended.

# Marking and Feedback Policy

## Science



The rationale of the Rodillian Multi Academy Trust is that all marking and feedback must inform pupil progress.

**Standards of presentation for written work in Science:**

- New page for new work (assessment book).
- Date written and underlined with ruler (Month written in word form).
- Title underlined with ruler.
- Writing done in pen.
- Best handwriting.
- All graphs/ tables/ diagrams to be completed in pencil.
- Writing in tables, labelling graphs and labelling diagrams should be completed in pen.
- No doodling or graffiti.

**Expectations of assessed written work:**

- Evidence of marking and feedback that informs pupil progress.
- Marking and feedback that links to learning objectives/ assessment objectives
- High expectations of presentation (see above).
- Evidence that pupils have proof read and corrected their work in purple, before it is handed in.
- Evidence of peer and self-assessment.
- Errors in key scientific terminology, highlighted and corrected by pupil in purple ink
- Opportunities for students to respond to/act upon feedback in purple ink.
- The purpose of the book or folder should be clearly displayed i.e. work book or assessment book
- If a student has not made enough effort or completed the work to expected standards they will be asked to repeat the work and issued with an 'S' comment for standards. This includes the expectations for presentation.

### **Years 7 and 8**

- Formative marking is to be completed once in the middle of a unit (half term) to inform development prior to the end of unit assessment.
- This interim assessment should have no grade/mark on it, only specific points on how to move forward.
- Feedback should be in the form of strengths and targets. Strengths and targets should be written by the teacher and shared with the pupils before the work is undertaken. They should be directly linked to the learning objectives of the lesson.
- There should be a separate piece of summative end of unit assessment, which should be based on GCSE style exam questions. Again, feedback should be in the form of strengths and targets.
- If there are errors in key scientific terminology, the teacher will identify these by writing **Sp** in the margin and highlighting the word(s) that are incorrect. Students will correct in purple pen. This should be for a maximum of 5 science specific spelling errors per piece of assessed work.
- Time must be given to students to respond to feedback and improve their work using purple pen.
- Regular oral feedback, peer assessment and self-assessment should be evident in students' work and in lessons to support the development of students' skills and knowledge.

### **Key Stage 4**

- Specific formative feedback on particular aspects of the skills/content of the GCSE criteria should be given in a regular and timely fashion to the equivalent of every two weeks.
- This should be based on GCSE exam questions.
- This should take the form of strengths and targets as above.
- If there are errors in key scientific terminology, the teacher will identify these by writing **Sp** in the margin and highlighting the word(s) that are incorrect. Students will correct in purple pen. This should be for a maximum of 5 science specific spelling errors per piece of assessed work.
- Time should be given to students to improve their work as a result of feedback and this should be done in purple pen.

### **Key Stage 5**

- Specific formative feedback on particular aspects of the skills/content of the A-Level criteria should be given in a regular and timely fashion to the equivalent of every two weeks.
- This should be based on A-Level exam questions.
- This should take the form of strengths and targets as above.
- If there are errors in key scientific terminology, the teacher will identify these by writing Sp in the margin and highlighting the word(s) that are incorrect. Students will correct in purple pen. This should be for a maximum of 5 science specific spelling errors per piece of assessed work.
- Time should be given to students to improve their work as a result of feedback and this should be done in purple pen.

# Marking and Feedback Policy

## Practical Subjects



The rationale of the Rodillian Multi Academy Trust is that all marking and feedback must inform pupil progress.

### Years 7 and 8

In years 7 and 8 practical subjects should concentrate on engaging in the subject, 'doing' rather than producing pieces of writing for the sake of a marking policy.

GCSE Criteria	<ul style="list-style-type: none"> <li>• Summative assessment using GCSE criteria.</li> <li>• Students understand how they will be assessed</li> <li>• AO's used as part of the language for learning through lesson objectives</li> </ul>
Frequency	Completion of a section of work. Recording/Written
Resilience	Growth mindset marking / ATL
Expectations	Students have a clear understanding of 'best work' through effort and attitude to learning
Vocabulary	Subject specific vocabulary to be evident
Verbal feedback	Evidence of verbal feedback displayed on students work. This should feed into formative assessment and DIRT to evidence impact on progress.
Purple pen	<b>Directed improvement and Reflection time</b> should be built into lesson planning- this will allow students focused time to respond to feedback and improve their work using purple pen through peer and self-assessment
Live marking	Formative assessment- Once every half term Verbal/Recording/Written
Modelling	Modelling of expectation of minimum standards

**There is no expectation of written marking in KS3 for these subjects. However where considered appropriate the following expectations should be considered:**

### Key Stages 4 and 5

- Recording of summative feedback should give students an understanding of their flight-path to their final out-come. This evidence should be displayed at the front or back of their portfolios

- Recording of formative marking and verbal feedback should be evident on students work (either visual or auditory). Records of student progress recorded in purple pen where appropriate.
- All feedback must be timely and make an impact on pupil progress.

