

MARKING AND FEEDBACK POLICY



Summary	Marking and Feedback Policy	
Responsible Person/Author:	Chief Executive	
Applies to: (please circle/delete as appropriate)	Staff <input checked="" type="checkbox"/>	Student <input checked="" type="checkbox"/> Community <input type="checkbox"/>
Ratifying Committee(s)	Standards Committee	
Available On:	Compliance Library <input checked="" type="checkbox"/>	Website <input checked="" type="checkbox"/>
Date of Approval	21 June 2021	
Effective from:	September 2021	
Date of Next Formal Review:	May 2023	
Review Period	2 Years	
Status:	Non-statutory	
Owner	The Rodillian Multi Academy Trust	
Version:	1	

Document Control

Date	Version	Action	Amendments
06.05.21	1	Policy reformatted	Policy updated to new format.

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Introduction

1. This document sets out the Rodillian Multi Academy Trust's ("the Trust") policy in respect of marking and feedback all of which informs student progress.

Scope and Purpose

2. This policy demonstrates the Trust's commitment to openness and accountability to improve public understanding of how the Trust and its Academies carry out their duties, why they make the decisions they do and how they spend public money.
3. The Trust is committed to being open and transparent, to publish as much information as possible online and in response to frequently asked questions. It will only rely on exemptions when there is a clearly identified need to protect sensitive information.

Publication of this Policy

4. This policy will be available to all staff, members of Trust Governance and members of the public and will be available to them as needed.

Responsibility for this Policy

5. The Trust Board has overall responsibility for the effective operation of this policy. The Trust has delegated day to day responsibility for operating this policy to the Trust Executive.
6. The Local Review Board and Senior Leadership Team in each Academy have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Rationale of this Policy

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

Good Practice

13. 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;

14. **Before** a piece of work is undertaken, students should be clear what is going to be assessed when the work is marked.
15. **Models** of answers should be made available by Heads of Faculties to use where possible/appropriate, this will aid progress and support effective assessment for learning (AfL);
16. **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;
17. Students should **proof read** their work before handing it in.
18. 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;
19. **After** a piece of work, a response should be given.
20. 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

21. 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.
22. 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'

23. Evidence of marking and feedback that informs pupil progress.
24. Marking and feedback should link to Learning Objectives, Assessment Objectives.
25. Evidence of peer and self-assessment.
26. Opportunities for students to respond to/act upon feedback (in purple ink).
27. Whole the academy marking protocols followed consistently.
28. High expectations of presentation.

29. NOTE: The purpose of the book should be clearly displayed.

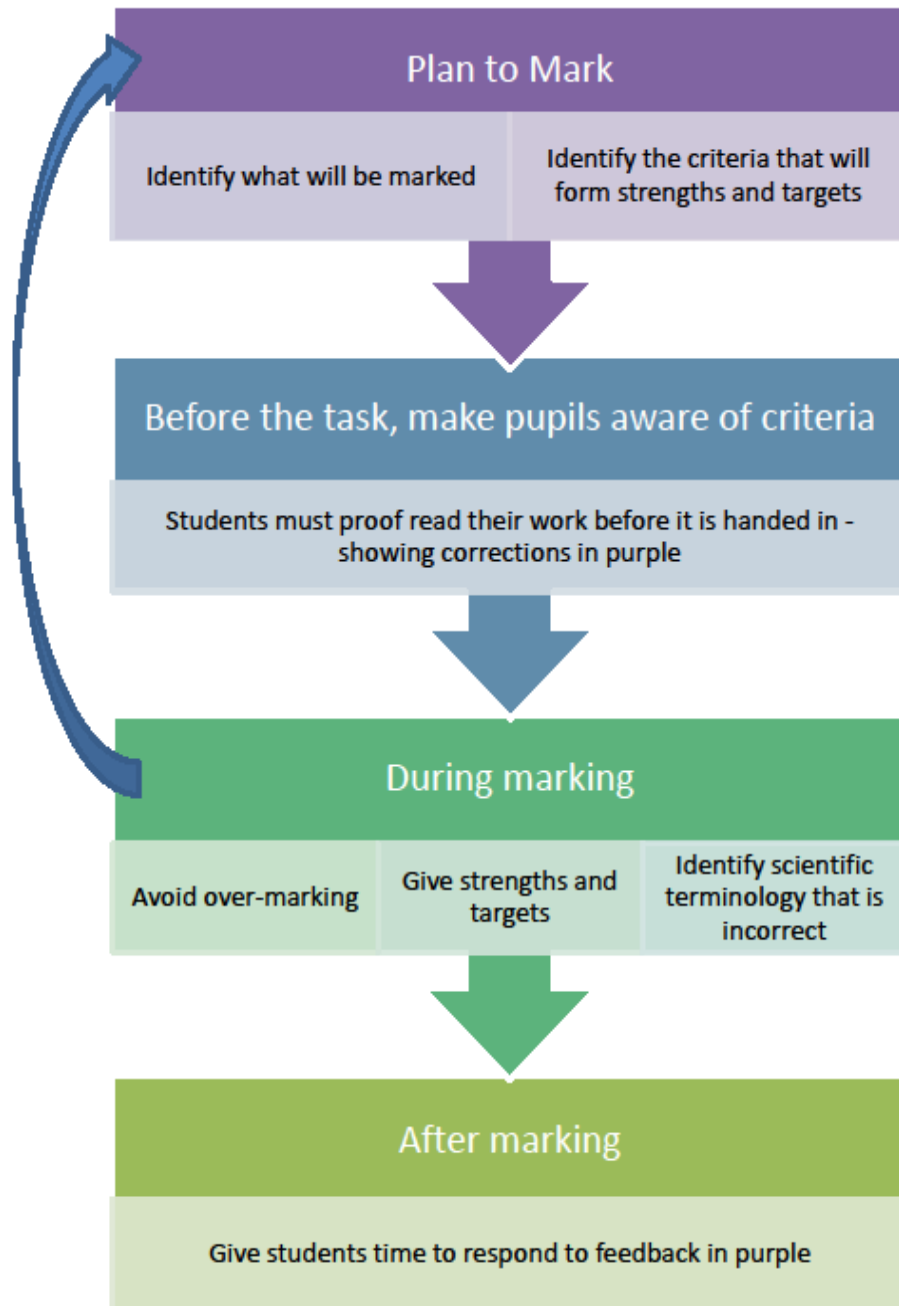
SPAG and Vocabulary

30. 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.
31. 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

32. 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



Extended Writing Subjects

Year 7 and 8

Formative Feedback

33. 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.
34. 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.
35. 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

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

Key Stage 4

37. 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.
38. 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.
39. NEA is marked as per exam board requirements.

Key Stage 5

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

Mathematics

Live Marking Expectations

42. Live marking should be a consistent feature of teaching and evident in students' books.
43. Live marking will allow teachers to provide immediate, concise and regular feedback that can be acted on immediately.
44. 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.
45. 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.
46. 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

47. 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.
48. Students must proof read their work before it is handed in, correcting any errors in purple pen.
49. 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
50. 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.
51. 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

52. 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.
53. Feedback should be provided on particular aspects of the skills/content of the GCSE examination criteria. This should be largely based on exam questions.

54. 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.
55. 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.
56. 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.
57. 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.
58. 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. 12
 - 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.

Science

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

59. Evidence of marking and feedback that informs pupil progress
60. Marking and feedback that links to learning objectives/assessment objectives

61. High expectations of presentation (see above)
62. Evidence that students have proof read and corrected their work in purple, before it is handed in.
63. Evidence of peer and self-assessment.
64. Errors in key scientific terminology, highlighted and corrected by pupil in purple ink
65. Opportunities for students to respond to/act upon feedback in purple ink.
66. The purpose of the book or folder should be clearly displayed i.e. work book or assessment book.
67. 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

68. 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.
69. This interim assessment should have no grade/mark on it, only specific points on how to move forward.
70. Feedback should be in the form of strengths and targets. Strengths and targets should be written by the teacher and shared with the students before the work is undertaken. They should be directly linked to the learning objectives of the lesson.
71. 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.
72. 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.
73. Time must be given to students to respond to feedback and improve their work using purple pen.
74. 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

75. 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
76. This should be based on GCSE exam questions.

- 77. This should take the form of strengths and targets as above.
- 78. 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.
- 79. 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

- 80. 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.
- 81. This should be based on A-Level exam questions.
- 82. This should take the form of strengths and targets as above.
- 83. 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.
- 84. Time should be given to students to improve their work as a result of feedback and this should be done in purple pen.

Practical Subjects

Years 7 and 8

- 85. 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"> • Summative assessment using GCSE criteria • Students understand how they will be assessed • Assessment Objectives (AO’s) used as part of the language for learning through lesson objectives
Frequency	Completion of a section of work. Recording/written
Resilience	Growth mindset marking/Attitude to Learning (ATL)
Expectations	Students have a clear understanding of ‘best work’ through effort and ATL
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	Directed improvement and Reflection time 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
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86. 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

87. 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.
88. 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.
89. All feedback must be timely and make an impact on pupil progress.



Monitoring

90. The Chief Executive will monitor the implementation and effectiveness of the policy by monitoring reports made under the policy.

Diversity

91. The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Appendix 1: Equality Impact Assessment

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Rodillian Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: The Rodillian Multi- Academy Trust	Department responsible for the Policy: Chief Executive
Lead Person: Andy Goulty	Contact Number:

1. Title: Marking and Feedback Policy

2. Please provide a brief description of what you are screening

The Policy

3. Relevance to equality, diversity, cohesion, and integration

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve or will it have an impact on: -?		
<ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation, and harassment • Advancing equality of opportunity • Fostering good relations 	x	X X

4. Considering the impact on equality, diversity, cohesion, and integration

- **Scope of the proposal:** Students and staff.
- **Who is likely to be affected?** Students and staff.
- **Consultation and engagement activities with those likely to be affected?** The Policy is available through the Trust and Academies websites and a written copy can be provided on request.

- **Key findings**

We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.

We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.

- **Actions**

The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.

5. Governance, ownership, and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Andy Goulty	Chief Executive	12.04.21

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

Date screening completed	12.04.2021
Date agreed at Trust Board	21.96.21