Name:	Marking and Feedback Policy
Approved by:	Governors – TL B& S Committee
Policy Created:	2007
Date of review	4 years
Update Approved:	June 2022
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The Marking and Feedback Policy is committed to and guided by the principles of:
These concur in all respects with the objectives of both the school's and The Bright Futures Educational Trust's ARR policy.

PURPOSE

The aims of this Marking and Feedback Policy are to:
1. This policy has been written to promote a consistent approach to marking and feedback in each subject area across the school. 2. The emphasis of this policy is on the quality of the feedback that each student receives rather than the frequency or 'grades/marks' awarded. 3. We should be confident that students are able to clearly share where their strengths and areas of development lie within a subject area. 4. This policy sets out the broad expectations of the school. These whole-school expectations underpin a set of departmental expectations, outlined by each Head of Department, which are more specific and are determined by the nature of the course and the appropriate marking and feedback to each subject.

POLICY

1. 1.1	**Implementation** It is recognised that there are different ways in which students can receive feedback: written feedback, peer assessment, self-assessment and verbal feedback are all such examples.
1.2	For the purpose of this policy, "written feedback" can either be through teacher marking, peer assessment or self-assessment.
1.3	Students must receive regular feedback and have evidence of this within their work. This will be monitored thorough work scrutiny.
1.4	Teachers should develop a system that enables them to be confident that all student work is up to date and well organised.
1.5	Not every piece of classwork needs to be marked or checked.

2.	**Feedback through teacher marking**
2.1	Care must be given in setting tasks for formative/summative assessment. Tasks need to be useful in revealing students' understanding, misconceptions and also provide opportunities to stretch and/or challenge.
2.2	Formative assessments are often low-stakes activities that enable the teacher and/or student to recognise what they already know, to inform next steps e.g. for future lesson planning or demonstrating a need for a student to revisit prior learning.
2.3	Feedback through marking is an essential part of summative assessment to the student, both to assess their achievement and to indicate their next steps in learning.
2.4	Handwritten comments can be written in either pen or pencil but must be written legibly.
2.5	Research has shown that written feedback, particularly comment-only marking, has a great impact on students' progress, and student voice at AGGS also suggests this to be true for our students. This means that the focus of the marking should be in the construction and quality of the comments.
2.6	Comments must be useful to the student and not simply praise, e.g. "Well done", or instruct, e.g. "Please use a pencil". Instead they must inform students about what they have achieved and what they need to do next in order to improve and how they can get there, or ideas for extension activities. It might be useful for teachers to separate these parts of the comment out by using abbreviations such as a summative comment followed by Ⓣ for target, or www and ebi (what went well and even better if). However, it is not essential, as long as both parts of the comment are included.
2.7	Comments must also contain subject specific advice that is easily understood by the student. This could be by using student-friendly vocabulary, by modelling ideas or by illustrating them through the work and making reference to them within the comment. In addition to the summative comments, brief annotations may be given throughout the student's work to illustrate areas for development or highlight areas of strength, or questions to develop thinking.
2.8	Classwork or homework is increasingly being set electronically e.g. as Assignments on Teams. In this case, teachers should use the features available to provide typed feedback as appropriate to the task. Similarly if a teacher chooses to use another piece of technology for assessment e.g. Mark mate or online assessment on a learning platform, their feedback should follow the guidance above and give targeted comments to enable students to improve.
2.9	Opportunities for students to follow up comments and respond/act upon them must be planned as part of the overall learning process so that progress is visible within students' work. Students should be encouraged to look back through their work and develop target areas in subsequent pieces of work.
2.10	Grades or marks do not need to be issued on all pieces of work. For key assessments, grades or marks may be awarded e.g. tests, examinations, practice essays, practical

	assessments. However, each department will determine their own requirements based upon the key stage and the skills or knowledge being tested.
2.11	The frequency of assessments will also be determined by each department. They will set out their expectations in a separate departmental expectations document. Teachers must keep an accessible record of marks.

3	**Feedback through peer and self-assessment and verbal feedback**
3.1	The skills of peer and self-assessment should be developed in each student in each subject. We cannot assume that they already exist. Teachers may need to model this initially e.g. through the use of a visualiser. A classroom environment should be fostered that empowers students to judge their own learning and take action to improve it.
3.2	Peer and self-assessment provide the opportunity for the teacher to observe and reflect on the learning within the classroom. Peer and self-assessment can be in different forms, e.g. through written or verbal feedback.
3.3	The criteria for evaluating learning outcomes must be clear to students. If criteria are abstract, then concrete examples may be provided through modelling exercises to develop understanding.
3.4	It should be clear if feedback is peer or self-assessment, either through the choice of pen colour or through annotation.
3.5	The criteria for comments given through peer or self-assessment are the same as those given through teacher marking. They must give areas of strength and areas for development, against set criteria.
3.6	During the course of the year, samples of work that have been peer or self-assessed should be read and acknowledged by the teacher to quality assure the feedback given. It might be that this needs to be more frequent at the start of the year until the skill is embedded. If the comment is incorrect or inappropriate, this should be corrected by the teacher.
3.7	It is recognised that verbal comments are also an extremely effective feedback mechanism to ensure pupils make progress. Conversation and discussion ensure students fully grasp how to improve. Students may record key suggestions and comments for use in future pieces of work, however there is no expectation that verbal feedback should always be recorded.

4.	**Other points**
4.1	In order to support students develop their literacy, the "marking for literacy" abbreviations may be used by departments. (See appendix one). However it is recognised that some subjects may make more use of these symbols to annotate work.
4.2	It is important that this Marking and Feedback Policy is being followed. Quality assurance of feedback will take place through whole school work scrutiny. The dates and focus of work scrutiny will be shared with teachers, and Heads of Department will meet with their

	line manager to look at a selection of work from their department. Feedback will be provided from whole school work scrutiny. Areas of strength should be shared and areas for development acted upon.
4.3	Within departments, departmental work scrutiny may also be carried out, involving colleagues looking at each other's classes. The focus of this will be decided upon by the Head of Department, and may be determined by a whole school objective or a specific area for development e.g. the implementation of a new scheme of work or new assessment tool. This can be very beneficial in terms of developing good practice and ensuring teachers are following the departmental expectations. This should be recorded by the Head of Department using the pro forma provided and a copy given to the Assistant Vice Principal for Teaching and Learning and the line manager. Areas of strength should be shared and areas for development acted upon.
4.4	Following internal examinations, in all year groups, data should be entered onto the whole school tracking and monitoring system (SIMS).
4.5	Departments may use their own data and tracking systems to monitor student progress and identify where suitable intervention is required.

Responsibility

Responsible Staff	Ms C Russell
Approving body	TL B & S Committee

Marking for Literacy

Sp	Spelling mistake *(highlight / correct up to three)*
P	Punctuation missing
//	New Paragraph needed
^	Words or letters missing
/	Used to cross out an extra word/letter e.g. computer
?	Meaning is unclear
Gr	Grammatical error
V	Vocabulary needs to be improved
Exp	Poor Expression (slang etc.)
T	Wrong verb tense
R	Repetition

Marking Codes

TA	Teacher assessed work
PA	Pupil assessed work (green pen)
SA	Self assessed work (red pen)
www	What Went Well
Ebi	Even Better If
T and/or Q	Target for improvement/Question asked by teacher
✔	Work/Comment has been seen by the teacher and is accurate