**Canolfan Addysg Conwy**



**Marking / Feedback Policy**

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Assessment, feedback and marking form a crucial part of teacher’s daily routine, regardless of their experience, the subject they teach, or the ability and age range of their students. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. All marking should be timely, meaningful, manageable and motivating. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Assessment, feedback and marking have three purposes:

1. Students act on feedback to make progress over time
2. They inform future planning and teaching
3. Students learn to value hard work and the quality of the work they produce

**Making progress**

Marking is a continuum between teacher and student, and student and teacher. It should be a dialogue, written or spoken, and something that students use to understand better and try to improve. The aim of assessing work effectively is to get students to engage with the feedback in whatever form it is presented and then take action in order to improve their learning. Ultimately, assessment and marking should enable students to act on feedback received.

**Inform teaching**

Consider marking from the basis of informing the teacher to be even better than before, not just the students. Marking will inform the teacher how effective the teaching has been and whether the students have grasped the concepts and developed the skills required by the assessment frameworks. It will also show the progress the students have made over time. This will then inform whether there is a need to go back and re-teach any aspects of the curriculum, whether there is a need to change teaching pedagogy and what you could be taught to the students next.

**The value of hard work**

The hard work should be for the person receiving the feedback and not for the person providing the assessment. Not only should students engage with and respond to feedback, but the onus should be on them to reflect on their own work, be able to recognise its flaws and fix them before the work is marked.

**Timely, Manageable, Meaningful, Motivating - Marking and Feedback:**

*Timely*: not too late after the task

*Manageable*: marking practice should be proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to planning and teaching lessons.

*Meaningful*: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching.

*Motivating*: Marking should help to motivate pupils to make progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work. An important element of marking is to acknowledge the work a student has done, to value their efforts and achievements and to celebrate progress. There are many ways to do this without extensive marking and too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

**Marking code**

Should be simple and straightforward allowing teachers to speed up their marking and enable students to engage with the feedback quickly and easily so they can see how they have fared against the key assessment points and what they need to do to improve their performance. The full range of the Marking Code will be used dependant on the age and ability of the pupil.

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| Symbol  | Meaning |
| Sp |  Correct a spelling mistake |
| √ | Good point, correct, well written |
|   | Incorrect / wrong point (work is circled)  |
| ^ | You need to add a word |
| // | New paragraph |
| P | Punctuation |
| G | Grammar |
| ? | Unclear |

**Marking in practice**

Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment would lighten the marking load but also enrich the dialogue between teacher and student about the student’s learning. According to Carol Dweck, if we feed back wisely, praising students because of their efforts rather than their outcomes, we can develop a growth mindset culture in our students. Young people who engage show ‘their effort, their strategies, their focus, their perseverance, their improvement […] Just the words “yet” or “not yet” […] give pupils great confidence [and] create persistence’. (Dweck, 2014)

Possible marking strategies that can be used to improve pupil progress:

*Formative marking –* not giving a grade, but rather providing commentary on the level the student is working at in order to improve learning. It should be diagnostic, making it clear to the student how to improve the piece of work and overall learning. Two stars and a wish should be used.

*Live marking –* gives instant feedback to pupils and encourages dialogue between pupil and teacher. This means students can instantly act upon the feedback improving the quality of their work and significantly reducing written marking for the teacher. Only when a student demonstrates that they have acted on that feedback should the teacher allow the student to move on to the next sequence of the lesson or learning.

*DIRT –* Directed Improvement and Reflection Time. The idea that a dedicated time or part of a lesson is given to DIRT in which pupils act on feedback. It has visible impact of the marking the teacher does. Advantages are twofold: every pupil has an individual lesson plan based on the teacher’s careful marking, and pupils get to consolidate their learning and have the opportunity to master the skills and knowledge that they have studied.

*Yellow box -*choose one area of a student’s work to Mark – just one section – and draw a yellow box around it. Mark it well and in detail, offering feedback that is sophisticated and, above all, specific and diagnostic. Remember to give pupils time to respond to the feedback. This should be done in detail and well by the pupil.

*Peer and self-assessment* - Other work can be marked with a lighter touch. However, the use of peer and self-assessment should also be encouraged since, when used effectively, this deepens students’ understanding of learning objectives, success criteria and what actually makes good work and learning. For this to work in a meaningful way, teachers need to model good learning and fully share success criteria in language which students understand. Feedback from peers should be about the work, not about the person, and it should be focused on specific, kind and helpful comments which will enable learning to progress.

**Pupils’ books**

Gold standard for all student’s work:

• Titles underlined with a ruler

 • Dates in the margin or at the top of worksheets

• No incomplete work or gaps in the books

• Where work is missed it is caught up as quickly as possible

• Use blue or black biro ( or pencil) .

 • Diagrams and tables should be drawn with pencil and ruler

• Use all of the space in your book and your work clear of doodles or graffiti

**TEACHERS’ STANDARDS**

Sustained highly-effective practice descriptor:

* Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to best meet identified needs.
* Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.
* Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way, which applies disciplined learning across the three purposes.
* Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.

QTS Descriptor

* The range of purposes and practices for assessment is understood and articulated.
* The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
* The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.
* In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.