



# Marking and Feedback Policy

Policy Information	
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## Adoption of the Policy

This Policy has been adopted and reviewed by the Senior Leadership Team of ACE Tiverton School

Signed: H C Smart

Executive Headteacher

Date: September 2023

## **Rationale**

The marking of students' work at ACE Tiverton should be a key mechanism through which staff show a shared understanding of the purposes of assessment. As it is part of everyday teaching and learning, marking needs to be consistent with the aims of the Assessment Policy.

## **Purpose**

1. To support students in their learning by promoting awareness of -
  - a) what they are trying to achieve
  - b) aspects in which they have done well.
  - c) where they can improve
2. To motivate and encourage students to -
  - a) work to the best of their ability
  - b) take care and pride in their work.
  - c) take an active responsibility for their progress.
3. To aid assessment of student progress scores on a termly basis.
4. To support the learning and assessment journey in line with awarding body requirements.

## **Guidelines**

1. Marking should be undertaken regularly and promptly on at least a weekly basis. Mark in contrasting colour to that of the students' writing.
2. The focus of the lesson in the form of a key question/objective and date to be written for each piece of work. Staff to make sure that students understand the task and how marking will link to this. In Vocational subjects, each piece of work should be referenced to the relevant Assessment Criteria [AC] to ensure that students are aware of where the work fits in with assessment.

Emphasis may at any time be put upon one or some of the following, to respond to student's needs:

- a) Content/ideas
- b) Structure/sequence
- c) Language/vocabulary
- d) Sentence structure/punctuation
- e) Spelling

3. Correct work or recognition of a good point etc. should be indicated with a positive mark e.g tick. Incorrect answers, spelling, punctuation, or poor presentation should be clearly marked, although selective or targeted marking may be used whereby spelling and punctuation may not always be marked. A final brief comment can be added. This should include a positive remark and constructive comments to focus the student on their primary area of improvement.

5. Wherever possible marking should be done with the student. When discussing work with students it is an ideal time to encourage self-reflection and evaluation. Students should know exactly what they are expected to correct and can do so 'in the moment' and certainly before the end of the lesson to enable retention and application of feedback given.

6. When marking is done without the student present and errors have been made that need active teacher intervention, it should be indicated clearly to the student that they must not continue without further assistance.

7. Use appropriate rewards sensibly to celebrate progress and achievements.

8. Encourage students to look at adult comments when they are thinking about future targets and next steps tasks, providing suitable support to do this.

9. Ensure that marking is consistent with the assessment aims of the task, the overall curriculum plan and where appropriate National Curriculum and accreditation criteria.

10. Records of assessed work and therefore any marks, grades, levels etc. awarded should be recorded in accordance with the marking codes as Appendix 1.

11. Self-assessment is part of our marking practice which provides the opportunity to promote independent learning for children, helping them to take increasing responsibility for their own progress as they form judgements about their own work.

12. Regular scrutiny of work will take place including in Book Looks, Wonder Walks and Progress meetings as supported by the assessment framework outlined in appendix 2.

13. Teaching staff will receive half-termly feedback in the form of a teaching and learning summary statement (See T&L Policy)

### **Feedback and marking in practice.**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>➤ Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>➤ Takes place in lessons with individuals or small groups</li> <li>➤ Often given verbally to students for immediate action</li> <li>➤ May involve use of a teaching assistant to provide support or further challenge</li> <li>➤ May re-direct the focus of teaching or the task</li> <li>➤ May include highlighting/annotations according to the marking code</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson observations/ learning walks</li> <li>➤ Some evidence of annotations or use of marking code/highlighting</li> </ul>
Summary	<ul style="list-style-type: none"> <li>➤ Takes place at the end of a lesson or activity</li> <li>➤ Often involves whole groups or classes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson observations/ learning walks</li> <li>➤ Timetabled pre- and post-teaching based on assessment</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Provides an opportunity for evaluation of learning in the lesson</li> <li>➤ May take form of self- or peer- assessment against an agreed set of criteria</li> <li>➤ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>➤ Some evidence of self- and peer-assessment</li> <li>➤ Responsive teaching books</li> </ul>
Review	<ul style="list-style-type: none"> <li>➤ Takes place away from the point of teaching</li> <li>➤ May involve written comments/annotations for students to read / respond to</li> <li>➤ Provides teachers with opportunities for assessment of understanding</li> <li>➤ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>➤ May lead to targets being set for students' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>➤ Acknowledgement of work completed</li> <li>➤ Basic skills marking</li> <li>➤ Responsive teaching books</li> <li>➤ Adaptations to teaching sequences tasks when compared to planning</li> <li>➤ Use of annotations to indicate future groupings</li> </ul>

### **Additional guidelines**

In Key Stage 3, a significant amount of the communication with students concerning their work will be verbal. The amount and type of correction will depend on the purpose of the piece of work. Marking may be done in pencil so as not to spoil the overall presentation of a piece of work, by calling attention to the teacher's ideas rather than the students.

In Key Stage 4 marking will often be in accordance with both the curriculum plan and accreditation/qualification programmes of study, their mark schemes and external criteria in the relevant syllabuses. There will be many instances concerning coursework where students' work will not be marked and commented on until the end of the module or until an assignment or project is complete.




There will be occasions when students are involved in drafting and re-drafting work (for e.g. English), when the marking, grading and writing of evaluative comments will take place only when pieces of work are complete and ready for submission. Students in Key Stage 4 will be made fully aware of assessment criteria in different subjects and encouraged through oral feedback to achieve the necessary quality in their work.

### **Peer Assessment & Feedback**

A central tenet of our approach to feedback and assessment is equipping students with the skills and confidence to engage in peer-to-peer feedback. This underlines a key pillar of our curriculum which is oracy and advocacy. By embedding peer to peer practice in our approach to assessment feedback we increase student's ability to identify strengths and areas of development in their own work as well as practicing key skills for life in providing constructive criticism to another, which will support them as effective employees and employers.

**Appendices**  
**Appendix 1**

**Marking Codes**

<b>Symbol</b>	<b>Meaning</b>
P	Punctuation mark missing or incorrect
Sp	Spelling error
CL	Capital letter missing
//	New paragraph should have started here
Sc	Work has been scribed by a member of staff
Pr	Prompted
 <b>Teacher Feedback:</b>	
 <b>Do this to improve:</b>	
 <b>Student response:</b>	

## Appendix 2

### Assessment Framework: Curriculum

Each half term, the teacher will make a professional judgement of each students' progress, based upon class work, observed skills and practical learning opportunities. This will inform the academic level they are working at using the summative attainment scale and recording it in the data collection system.

A framework linked to the curriculum plan for each subject that identifies key knowledge, skills, or projects/tasks will be uploaded to Evidence for Learning. Evidence related to each framework aspect will be uploaded during learning activities to support an assessment.

Within each half-term, evidence will be recorded on any aspects of the curriculum assessment covered during the half-term considering the evidence recorded into the Evidence for Learning assessment book. This assessment will utilise the Progress Scale (**Not-Yet-Developed**, **Developing**, **Established**, **Independent**) and teachers can add a professional judgement comment to clarify the assessment. Curriculum plans will include a broad and balanced range of assessment tools, from observation to formalised testing.

### Key Stage 4: Predicted Grade

In HT1, teachers will assess each student's most probable external certification and grade level by the end of KS4. The traffic light indicator as described below will indicate the progress to achieving the predicted grade.

### Traffic-Light Indicator

The teacher will also use a modified traffic light indicator to identify the level of progress a student is making in that assessment period (**Limited**, **Some**, **Good**, **Excellent**)

### Student Curriculum Progress Review Meeting

Twice yearly (likely end of HT 2 and 4) data from the previous assessment period reporting will be collated and analysed to identify those students making the least progress (**limited** or **some**), identify their barriers to progress and put action plans into place to best support them.

### Assessment Framework: EHCPs

Students' progress relative to their EHCP outcomes will be assessed and monitored using the Evidence For Learning PLG system. On entry to the school a student's EHCP outcomes will be documented in and Evidence For Learning PLG. Any updates or proposed changes will be reflected in the PLG for a student.

Evidence will be collected and tagged against the relevant outcomes by all staff. Each assessment period the Learning family leader will make an assessment of the evidence for each current outcome and record it using the Progress scale ( **Not-Yet-Developed**, **Developing**, **Established**, **Independent** ), and at the end of each term make a professional judgment comment that will be utilised in the report to parents.

### Traffic-Light Indicator

The Learning Family leader will use a modified traffic light indicator to identify the rate of progress a student is making towards their outcome (**Limited**, **Some**, **Good**, **Independent**) his is to flag concerns where insufficient progress is made, and there is a risk that the outcome will not be achieved in the defined timeframe.

### Student EHCP Progress Review Meeting:

At end of HT 2 and 4 data from the previous assessment period reporting will be collated and analysed to identify those students making the least progress (Limited or some), identify their barriers to progress and put action plans into place to best support them.

### Summary of Assessment / Data Entry

HT	Subject					EHCP			
	Eng Math summative	E4L Progress Scale	Traffic Light	Comment	Internal Progress Mtg	Outcome Progress scale	Traffic Light	Comment	Internal Progress Mtg
1	Baseline + set target	Baseline + set target				Y7/Y10 HT1 Baseline			
2	Y	Y	Y	Y	Y	Y	Y	Y	Y
3	Y	Y	Y			Y	Y		
4	Y	Y	Y	Y	Y	Y	Y	Y	Y
5	Y	Y	Y			Y	Y		
6	Y	Y	Y	Y		Y	Y	Y	

#### Progress Scale

<b>Not Yet Developed (NYD)</b>	Not present or only beginning to emerge. High level of adult prompt or support
<b>Developing (D)</b>	Evidence of progress, lower level of adult prompt or support. Sometimes spontaneous
<b>Established (E)</b>	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders
<b>Independent (I)</b>	Consistently used and applied within a range of settings/contexts and with a range of people. Independent and unprompted

#### Appendix 3: Evidence For Learning Guidance

Submit evidence through E4L app on a mobile phone or through the web portal.

<https://web.evidenceforlearning.net/login/acetivertonschool>

Evidence is stored either as "draft" or "published". Where students have worked at a "level", made a "Student Response" or evidence has been shared with families, this is also labelled. Evidence in draft will not show up on a "data drop", when creating a portfolio or running reports. It will also not be available for parents to see.

When capturing evidence staff should:

- decide whether the evidence should be shared with families and whether it is just the photos or comments as well.
- evidence will automatically save in "draft" unless published by clicking on this box (all evidence should be published at the end of a HT)
- check name and dates are correct - the system will automatically select today's date so edit manually if the evidence is from a previous day.
- photos/videos can be uploaded by clicking on the blue box or "dragging and dropping" from another window.
- add comment/feedback using the "Insert Comment Templates":  
*Teacher feedback...*  
*Do this to improve...*
- Initial using your school abbreviation (such as LCB) each piece of evidence before "publishing" it.
- select which framework the photo/comment is showing evidence of

- staff must "tag" the subject (such as "D&T") which enables data to be exported, accurate learning portfolios to be created and makes your subject evidence easier to find.
- To collect student response to feedback, click on the add indicators after saving evidence. *Student responses can be collected in "real time" using the E4L app or Web Console, or staff may choose to show work and collect the responses verbally or on paper and upload later.*

#### **Teachers using E4L as their primary source of evidencing learning should:**

- Record (capture) at least one evidence log every 2 weeks (where photo/video evidence is not possible staff can write a comment detailing what they did)
  - Collect student responses to feedback every two weeks as shown above.
  - Ensure ALL "draft" evidence is "published" by the end of each HT.
  - This is in line with the Whole School Marking and Feedback policy and should create a clear link and use the same language as used in books or other methods of recording.
- For each piece of evidence students should be working towards at least one framework and where applicable an EHCP Outcome.**
- Use the ACE Tiverton Curriculum Framework to show termly themes where appropriate when taking photos of evidence consider what the photo is evidencing and which framework it relates to

#### **TAs using E4L**

How staff teams use E4L to work together is up to the individual teams; however, the following processes may help:

- TA to upload photos into a shared class/subject folder on OneDrive
- TA to create weekly entry using E4L app selecting multiple students, date, tag, subject framework, and any other agreed information to set up whole class entries quickly. This will save in draft and enable teachers to see entries clearly that need completing.
- Dependent on group/students TA may also select individual EHCP outcomes where appropriate and known working towards.