TREVIGLAS COMMUNITY COLLEGE

Marking Policy

Rationale

The school believes that marking/responding to students' work:

1. is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a 'learning dialogue' that positively impacts on progress
2. allows the teacher to make a personal and individual response to the work of a student, offering formative commentary about the quality of work submitted, advice about future learning, how to improve and asking questions which help them improve
3. ensures all students will know their Minimum Target Grade and these should be displayed clearly in their book. Written feedback must inform the student about the standard of their work relative to their minimum target grade
4. keeps the teacher and student informed about a student's current standard of work and assists in tracking student progress over time and planning future lesson content
5. acknowledges the hard work that the student is doing
6. ensures a consistency of approach to literacy and its development

'What went well (www), even better if (ebi), and a student response must be used as a framework when given written feedback.

- www: includes positive comments where appropriate, and an explanation of why the work was good
- ebi: write a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target grade
- student response: students must have the opportunity to comment and act on the targets set. Time should be allocated in lessons for this to take place (WRITE). It is expected that the student engages with the teacher feedback and their response should be evidenced. This is essential to maximise the impact of marking and in making marking a productive dialogue between teacher and student

Processes

Our subjects require different skills from each other and some aspects within a subject will require different types of feedback. There are four ways that you can use feedback to help your students. These are:

1. **affirming what they did well**

2. **correcting and directing**

3. **pointing out the process**

4. **coaching students to critique their own efforts.**

See **appendix 1** for guidance on giving effective diagnostic feedback where these processes are explained in more detail.

It is expected that the ebi comment includes guidance on how to improve the work and/or involves questions that move the student's work and thinking forward, contextualised within current performance and the Minimum Target Grade. Teacher markings and annotations of a formative nature must be clearly seen on the student's work in a colour that stands out.

Marking must be legible and age/ability appropriate. Presentation and quantity of classwork should be regularly checked and this could be evidenced by teacher comments or students improving their work.

Marking for literacy

Teachers and Teaching Assistants are expected to draw attention, through marking of literacy errors such as:

- capital letters
- punctuation
- use of apostrophes
- spelling
- grammar.

Regularity of marking

The expectation is that marking is up to date and timely. Quality of student work must be assessed in every lesson. This can be by:

- verbal feedback to the student from the teacher/effective learning assistant
- peer assessment
- self-assessment

For most subjects/Key Stages this means that there is a piece of assessed work for every two week cycle. It is expected that Leaders of Learning have an explicit statement of the regularity and process of marking in their curriculum areas if there are any exceptions to this cycle. Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written feedback can be found in **appendix 2** to this policy.

Student response

It is expected that teachers plan time (WRITE) to enable students to engage in the learning dialogue, for example:

- offering the students a response time at the start of a lesson when they are required to reflect on their own work, or the work of a peer, and consider the depth of their knowledge and understanding
- altering and developing their work
- conducting a plenary where work is 'shown' and good /better/ best practice reviewed
- responding to a question set by the teacher or the Essential Question.

It is expected that students correct literacy errors and are given time and direction to do this in addition to giving subject specific responses.

Monitoring, evaluation and review

Leaders of Learning - monitor and evaluate the quality of marking and response to students' work across the team. They:

- ensure scrutiny, moderation and dialogue about marking occurs; and celebrate and share good practice in team meetings
- establish mechanisms to ensure that there is feedback to teachers within their teams as necessary, making provision for actions with timescales to secure any necessary improvements
- participate in whole school and faculty work scrutiny processes
- ensure moderation occurs and that levelling of work is consistent
- report to their Director of Learning Hub through their line management.

Directors of Learning Hubs

- Monitor aspects of learning and teaching, including marking through their fortnightly meetings.
- Contribute to SLT review of standards of marking through calendared work scrutiny, learning walks and curriculum reviews.

Headteacher

- Directs whole school monitoring activities in respect of marking.
- Keeps the Interim Executive Board informed of effectiveness of marking on a regular basis.

Interim Executive Board

- Monitors the impact of this policy through reports received at Interim Executive Board meetings.

Appendix 1

Effective diagnostic feedback: the basics

Feedback is information that you give to your students that helps them close the gap between where they are now with their work, and where they could be. **The goal of feedback is to provide students with insight that helps them to improve their performance.**

Effective feedback to your students involves two steps. To:

1. tell your student about their current level of performance 'what went well' (www)

2. tell them what they could do to improve 'even better if' (ebi).

How to give effective feedback to your Students. The options:

When thinking about how to give effective feedback to your students, you should always remember the basics. Feedback involves telling students how they have done (www), and how they could improve (ebi). Www and ebi are most effective when they are linked to students' target levels or Mastery Indicators.

However, while the basics of how to give effective feedback always remain the same, there are different forms of feedback you can use. Our subjects require different skills from each other and some aspects within a subject will require different types of feedback. There are four ways that you can use feedback to help your students. These are:

1. affirming what they did well

2. correcting and directing

3. pointing out the process

4. coaching students to critique their own efforts.

With this in mind, deciding how to give effective feedback to your students becomes a little more complex. When making your choice, you need to consider:

•   the nature of the task

•   the ability and experience level of the student

and to do this, you need to know a bit more about each of the options.

Option 1 – Affirm what they do well

You should **let your students know what they have done right (www)** as well as what they have done wrong. This holds true for all learners, from the child who is struggling to the student who excels. However, affirmation is different to praise. Personal praise, such as 'good girl', 'good', 'well done', or 'I'm proud of you' is not feedback as it focuses on the person instead of their work. At its most basic level, affirmative feedback tells your students specifically about what they have done that is correct.

Whenever you give your students practice problems, whether in class or as homework, you must mark their work so that they can see that they are on track.

Of course, some tasks, such as writing a story, cannot be right or wrong. In these cases, affirmative feedback involves telling your students what they have done that makes their work better than it used to be.

A struggling Year 7 may be starting to use capital letters for names whilst an older student may be using dialogue to help with characterisation. The specifics will vary from task to task, and student to student. However, in all cases, you need to let your student know what they have done that has evidenced their progress (www), and tell them what you want to see more of as they continue their practice (ebi).

Option 2 – Correct & direct

Your students will not always do things correctly. Making mistakes is part of learning.

When your students make errors, it shows that they are willing to push themselves beyond what they have already mastered. Allowing time for students to make mistakes before you formally assess them enables you to put feedback to good use.

When students get things wrong, it is vital that they know they are wrong, and that they know it quickly. This is especially true where the learning is totally unfamiliar, and with students who struggle with the subject you are teaching them. You need to **correct their mistakes**.

However, you need to do more than just tell them they are wrong. You also need to **direct them to the right answer.** You correct and then direct (WRITE). For simple tasks, you can do this through providing the answer. You could highlight an incorrect spelling and write the correct one above it, or mark a question wrong while also providing the right answer.

Giving 'correct and direct' feedback about more complex tasks often involves telling your students what they could add. For example, imagine a Year 7 student who is asked to provide a response to a question about the effects of earthquakes. In the paragraph the student has focused on how much the furniture might shake in a room, but she has made no mention of intensity in her response. Feedback to her could be:

- the link you have made between earthquakes' intensities and their effects is not clear (correct)

- you need an introduction explaining how intensity is measured using the Richter Scale, and you need to tell the audience how intense each simulation was meant to be (direct)

Option 3 – Point Out the Process

The correct and direct approach to feedback works. However, it only helps with the specific tasks (e.g. answer to an examination question, maths problem or essay) that you are commenting on. By adding the **point out the process** approach to your repertoire, you can also help students to do better on similar tasks in the future. **The essence of the point out the process form of feedback is to show the child the connection between their result, what they did to get that result and what they need to do to get a better result.**

This can be as simple as showing them what step they got wrong in a maths problem and modelling the steps again using a sample problem. Many tasks involve following a series of steps enabling you to give this type of feedback on a regular basis. You can even do this when marking practice work as a class by modelling how to do the problems on the board,

effectively re-teaching your main points. Just be sure to give your students time to do more practice problems afterwards (rapid response marking followed by WRITE).

While the steps involved in a particular task form one type of process, they are not the only type of process that you can refer to when giving feedback. Remember, the central aspect of point out the process feedback is to connect the student's actions with the quality of their work. You could apply this principle in many different ways, such as highlighting the link between:

- **test scores** and time spent studying

- **assessment grades** and proof reading

- **a wrong answer to a calculation** and estimating to determine the reasonableness of an answer

- **the quality of a short story** and the narrative devices that have been and could be used

- **understanding a story** and self-correcting when meaning is lost

- **a wrong answer to a maths problem** and developing a strategy for solution (breaking into chunks, organising data etc.).

For example, consider a Year 8 student revising the idea of highest common factor. When asked to list the factors of a number, such as 64, a response might be random and disorganised, such as 8, 1, 2 and 64. There needs to be an indication that this is wrong as there are missed factors (correct) and then the student should be informed of the correct answer which is 1, 64, 2, 32, 4, 64, and 8 (direct). You could then point out the process used (random) and a better process (an organised list). By organising a list of factors in pairs (e.g. 1, 64) and starting from 1 before checking each number after that, a student would not miss any factors. You could then show how to use the organised list strategy to find the factors of 48 before giving the student practice questions of their own. Not only would using the organised list strategy help them to list all the factors of other numbers, it will also help with a wide range of other maths problems.

Option 4 – Coach the student to give feedback to themselves

Coaching is the art of using questions and/or mark-schemes to help students help themselves. It is a potent strategy to use when giving feedback to more experienced and advanced learners. However, coaching is not effective with learners who are inexperienced at what you have asked them to do or with students who generally struggle with the subject.

Coaching is powerful because it eases students into meta-cognitive strategies, such as monitoring their own performance, evaluating how they approached the task and adjusting the strategies they are using before continuing. For example, imagine a Year 7 group working on how to structure their paragraphs better. Initially, you may give correct and direct type feedback. Yet, as the students start exploring other aspects of writing, they might know how to structure paragraphs but, as their focus was elsewhere, they often forget to do so in their writing. This is a perfect opportunity to use coaching. When giving verbal feedback to a student who has not structured a paragraph properly, you could ask them:

- what is the structure of a paragraph?

- what aspects of this structure have you used in this paragraph? Which one/s have you forgotten?

- what do you need to do to improve your work?

This will encourage the students to take ownership of the whole process by highlighting that they were capable of:

1. evaluating their own work

2. using their insights to improve it.

In summary when considering how to give effective feedback to your students:

- use **affirmation** with all students, but make sure you are affirming their performance rather than praising them as people

- use **correct and direct feedback** to help inexperienced and struggling students with a particular task

- **point out the process** when you want to help your students use your feedback to complete similar tasks in the future

- **coach** experienced and gifted students to critique themselves.

Feedback is a potent part of evidence based teaching. Now that you know how to give effective feedback to your students, you should use it widely and well.

Appendix 2: Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written feedback

Instead of…	The teacher…	The student…
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work	Writes an overall review highlighting 'what went well'/ 'even better if' (www/ebi)
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall www/ebi comment	Annotates areas of their work to show www and areas for improvement (ebi)
Writing extensive comments	Only gives one www and one ebi	Works to show improvements on the one issue identified
Writing 'well done you have…' next to good aspects of the work	Puts a double tick next to the best parts of the work	Adds a reason for the double ticks
Marking every question in detail	Only marks highlighted questions in detail. There is no expectation that all class work will be marked by the teacher. Mark tasks where your marking will have an impact	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a small mistake	Writes 'What's wrong with this?' (wwt) or 'read the question' (rtq) or 'check this again' (**) or 'quality of written communication' (qwc)	The student makes their own corrections
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in poor work
Giving back work and moving straight on	Gives students time to write a comment and act on the ebi feedback given (WRITE). Or allows students to discuss in pairs and identify and write down action points. Identifies a task to enable students to make progress on the ebi	Students read and engage with the ebi before beginning the improvement task or completing more work