



Marking and Feedback Policy

Policy reviewed by Academy Transformation Trust on	October 2017
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This policy links to:	Located:
<ul style="list-style-type: none">• Academy Improvement Strategy• Achievement Strategy• Curriculum Strategy• Teachers Standards	

Review Date – October 2019



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

Introduction

Policy Statement

This guidance is to support academies and sets out some key principles that can and should be reflected in all academy policies and practices.

ATT believes that all academies should have a Marking and Feedback Policy and that the core principle of this policy should reflect that marking and feedback is to support the achievement of learners.

ATT is clear that marking and feedback represents an important dimension of effective teaching practice. Marking and feedback:

- Ensures that teachers and parents understand where pupils are with their learning and what they need to do to improve further
- Informs interventions, to make sure that pupils' progress is on track
- Supports pupils' evaluation of their own learning.

When marking and giving feedback, all teachers should keep in mind a core set of goals. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the academy
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work.

ATT fully supports the findings on marking and feedback of the Independent Teacher Workload Review Group (ITWRG) established by the Secretary of State. The Review Group was tasked with assessing the contribution made by marking to excessive and unnecessary teacher workload. The Review Group's report sets out steps that should be taken in academies to tackle marking-related workload burdens in ways that recognise how feedback can be used effectively to support pupil progress and achievement. All Marking and Feedback Policies should reflect the advice given in this report.

Contents

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PRESENTATION, MARKING AND FEEDBACK

OVERVIEW

Our aim has been to create an easy to apply, effective and standardised presentation, marking and feedback policy that is followed by all staff and can be easily identified in books and folders.

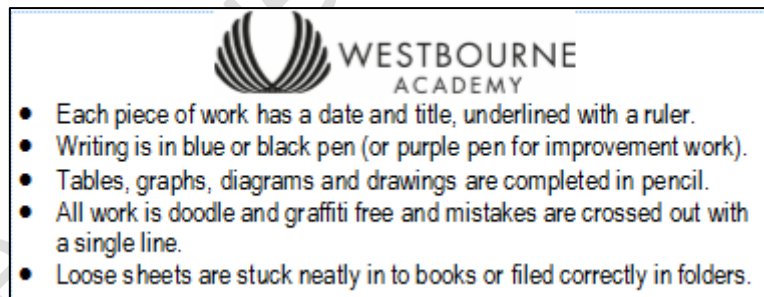
PRESENTATION

At Westbourne Academy, we believe that it is important that students take a pride in the presentation and overall organisation of their work. Exercise books are a record of learning and progress over time. Good presentation can encourage positive habits as students move through the academy and ensure that their exercise books and folders are helpful for revision at all stages of learning.

Therefore, we ask all staff to ensure that the following expectations are adhered to in students' work throughout the academic year;

- Make sure each piece of work has an underlined title and date.
- Underline with a ruler.
- Write in blue/black pen.
- Always draw with a pencil (tables, graphs and diagrams) and write with a pen.
- Stick loose sheets in neatly.
- Always respond to teacher feedback using a purple pen.
- Keep work graffiti and doodle free.
- Mistakes are crossed out with a single line.

These expectations are communicated to students through the use of presentation guidelines which are printed on the front cover of all exercise books and placed on all student folders. All teaching staff have the responsibility to ensure that these standards are being met.



HANDWRITING

Handwriting is a major issue for some of our students. Remember poor handwriting is not always a sign of poor work ethic or laziness; some students become frustrated because they know what they need to write but struggle to write their ideas on paper. Students with SEN issues may experience difficulties with their handwriting e.g. dyslexia, ADHD and autism.

TIPS FOR DEALING WITH POOR HANDWRITING

1. Check that students have writing tools which are suitable. Scratchy pens, novelty pens or pencils which are too thick or too thin can cause handwriting issues. Additionally, there are some students who just write with the ink part of a ballpoint pen or draw diagrams with a pencil which is too short. Remind students about having suitable equipment.
2. The dynamic tripod grip is the best way to hold a piece of writing equipment. Students need to have the pen pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand.
3. Be aware that some students legitimately struggle with their handwriting and will become anxious

or upset if they feel that they are being criticised for poor handwriting.

WHEN DOES A STUDENT NEED EXTRA SUPPORT WITH THEIR HANDWRITING AND PRESENTATION?

1. Legibility - If a student's handwriting is illegible it needs to be referred to the SENDCo (Maxine Abbott). Subject to demand, there is the possibility of providing laptops to support students in lessons.
2. Speed – If a student is writing very slowly and failing to complete enough work or if a student is writing too fast and producing work which is inaccurate. Please refer to the SENDCo.

CHECKING FOR QUALITY PRESENTATION, WORK AND ACCURACY

As exercise books/folders are a record of learning and progress over time, it is important that staff regularly check the quality of presentation and learning. Effective marking is an essential part of the teaching and learning process and, as such, teachers should check that students' work is accurate in terms of subject specific skills and knowledge and address any misconceptions and missing work, either during specified improvement work or teaching/re-teaching of key misconceptions and mistakes. The Academy Literacy marking symbols should be applied consistently by all staff and subject areas across the academy. The onus is on students to look at the mistakes identified/corrected by staff and correct these, where appropriate, using purple pen. Further guidance on this can be found in the Literacy section.

LITERACY MARKING SYMBOLS	
Sp	There is a spelling mistake. You need to correct this.
P	There is a punctuation mistake. You need to correct this.
C	Incorrect use of, or missing, capital letter on this line. You need to correct this.
//	You need to start a new paragraph when you see this symbol on your work.
?	What you have written is unclear, or you have used an incorrect word. You need to correct this.
↑	You need to 'up-level' the word identified on this line.

Marking should be a means of acknowledging students' work, checking the outcomes and making decisions about what learning needs to take place next. Marking should be "meaningful, manageable and motivating" for students.

"Live marking", during lesson time, may be used, as appropriate, to provide instant feedback. Students can then respond to either verbal or written "live marking" in a purple pen (note that there is no requirement to make a record of verbal feedback in students' books, the 'purple pen' improvement work alone will suffice).

Identification of misconceptions and improvement work can be carried out at any time and not just as part of the green sticker improvement work. For example, teachers may wish to identify incorrect spellings, incorrect terminology or subject specific errors for correction in purple pen.

"GREEN STICKER" FEEDBACK

"Green sticker" feedback should inform students of what they have done well and explain ways to improve. This should not be a burdensome task for teachers, but rather provide students with valuable guidance on how to improve or deepen learning. In response to the green sticker, students should be given opportunities to re-draft their work and/or consider if they have met the success criteria linked to the piece of work. This

will ensure that students develop responsibility for their own learning and that work is produced to the highest standard possible. Feedback should, therefore, always be acted upon by the student. Feedback should be completed in purple pen in order to enable students to identify their redrafted and improved work at a later date (i.e. for revision).

Although a standard version of the green sticker is widely in use across the academy, some subject areas, in consultation with the Teaching & Learning Team, have adopted a slightly amended subject-specific approach to this, whilst still ensuring that students' successes and areas for improvement are being identified. Before any alternative approaches are put in to action, these must be pre-approved by the Teaching & Learning Team.


The minimum amount of feedback stickers is linked to the amount of lessons in each subject:

Number of "green stickers" required per term KS4	
English, Maths and Science	4
KS4 Options	3
Number of "green" stickers required per term KS3	
English, Maths and Science	3
D&T, Geography, History, MFL, PE	2
Art, Drama, ICT, Music, RS	1

When producing "green stickers", teachers should;

1. Mention two or three successes.
2. Explain two or three ways to improve. The 'how to improve' feedback should be specific and personalised to the piece of work. 'How to improve' comments should be linked to the learning objectives/success criteria for the piece of work and/or the level ladder (and allow for student progress).
3. Students should respond to the feedback in purple pen at some point during the following lesson. It is important that, where possible, the improvement work immediately follows the green sticker work. Improvement work could be correcting mistakes, adding features of the next grade on the level ladder or completing a "follow-on" task to deepen learning.
4. Non-written improvements can be highlighted with a purple star in the top corner of work (i.e. in Art when students will complete improvement work and evidence it with the presence of a star in the corner of the page).

Please note that there are a number of ways to produce green stickers. Contact central admin for more information.



FEEDBACK STICKER

Successes

How to improve

PURPLE PEN IMPROVEMENT

Teaching staff always need to ensure that adequate time is given for students to respond to the feedback they have been given using purple pen. In this way, students are able to flick back through their work quickly and easily to find their very best pieces. To further highlight this work, teachers can use the following academy stickers to acknowledge that improvements have been made.



SPaG

SPaG marking will continue alongside feedback stickers, using the symbols that we have established in the Literacy marking guidelines. All teachers at the academy have a responsibility to improve student SPaG and full details of this can be found in the Literacy section on the following page.

PEER AND SELF-ASSESSMENT

Students should be encouraged to peer or self-assess work regularly. It should be completed with a purple biro pen and be identified either using the academy stickers or by using the symbols SA (Self-assessment) or PA (Peer-assessment). Where appropriate, it should state the successes and how the work could be improved.



PROGRESS TRACKER STICKERS

A sticker, placed on the front of folders/exercise books, will be used to track progress in assessments, over the course of the academic year. Teachers are expected to ensure that these are completed in line with the data drop schedule.

MINIMUM EXPECTATIONS FOR ASSESSMENT AND FEEDBACK (SPECIFIC DETAILS BELOW)

- “Green” stickers (as per the timetable) that students have responded to in purple pen (or identified with purple star) where appropriate.
- Evidence of regular Peer or Self-assessment as appropriate.
- Progress tracker sticker is updated in line with data drop schedule.
- SPaG is marked using the marking symbols outlined in the Literacy Policy.
- Presentation guidelines are present on every book/folder and all staff ensure that consistently high standards of work and presentation are maintained.

Under Review Autumn 2018