

KING EDWARD VII SCHOOL POLICY



MARKING, ASSESSMENT AND FEEDBACK

Document Adopted by Governing Body

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Signed (Chair):

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King Edward VII School Teaching and Learning Marking, Assessment and Feedback Policy

Context

- This Policy should be read alongside the full Teaching and Learning Policy.
- The effective marking and assessment of work is central to successful teaching and learning.
- Outstanding teaching and learning must demonstrate high quality marking and feedback.
- High quality marking and feedback are fundamental to facilitating and enhancing student progress.

Effective marking and feedback:

- Strengthens student motivation by helping students to be clear about what they are doing, how they are improving and what they can work on next.
- Uses language to encourage students to reflect on and engage in their learning.
- Personalises comments that inspire students.
- Challenges students to think more widely.
- Facilitates student progress.

Marking

- Marking of student work should include explicit reference to and implementation of the Literacy Policy (e.g. notation system), assess student progress over time and generally make sure that students are completing work to a high standard.
- In all key stages, books/folders for English, Maths and Science will be collected for marking and monitoring on a regular basis and in line with the respective departmental Marking, Assessment and Feedback Policy.
- In all key stages, in other subjects, books/folders will be collected for marking and monitoring once every two to three weeks depending on the number of lessons taught per week. For example, if a lesson is taught once per week the books/folders should be collected and marked once every three weeks.
- In addition to the above at Post 16 level, formative assessments will be a key element in enabling the teacher to assess the development of skills appropriate to the examinations' summative assessments.
- All work should be marked and acknowledged including student work books.

- Work will be marked in a number of different ways: deep marked, lightly marked, peer marked or self-assessed.

Deep marked work – completed by the teacher

- Usually an extended task, controlled assessment piece, examination questions or examination paper.
- Marking must be in line with the assessment objectives for the subject – either national curriculum levels (subject to change) or grade descriptors.
- A specific feedback sheet should be completed – exemplar attached.
- A clear comment will be made in relation to the task.
- A clear target, in line with level/grade descriptors, will be set for improvement.
- A clear level/grade will be recorded on the work.
- Praise will be recorded on the work.
- Where appropriate a reward will be given for the work e.g. stickers, merit stamp etc.

Lightly marked work – completed by the teacher

- Usually work completed in class in exercise books or on paper.
- Completion – simple tick if complete or comment if the work is not complete.
- Understanding/misconceptions – simple tick if understanding is accurate or ask a question that allows the student to self-correct, provide the correct response or model an alternative response.
- Accuracy – correct subject specific terms and basic spelling errors, in line with the Literacy Policy.
- Presentation – insist students write the date and title for each piece of work. This is important to monitor/assess progression over time. Ensure the layout of work is appropriate in terms of audience and purpose. Write a comment on the work if these things are not in place.
- Student response – give students time to correct errors, reflect on their work and act on the advice given.

Peer marked work – completed by another student in the class

- Usually straight forward correct/incorrect tasks and responses e.g. spelling tests or shorter pieces of work using level or grade descriptors e.g. section of an essay.
- Students will mark the work and provide feedback.
- The teacher will monitor the quality of the marking/feedback.

Self-assessed work – completed by the student

- Usually reviewing his/her work with explicit reference to the task, assessment objectives and level/grade descriptors.

- Self-assessment, evaluations and reflection are essential in terms of developing independent learning skills.

Consistency in terms of marking and feedback

- A consistent approach to marking and feedback is essential across all key stages to prevent student misunderstanding.
- All staff will use a whole school feedback sticker/stamp. This is illustrated below:

King Edward VII School						
What went well:						
Target:						
Level/Grade:						
Effort:	1	2	3	4	5	6
(Attitude and Approach)						
Student response:						

Descriptors for effort numbers

Effort	Descriptor
1	The effort put into this piece of work is excellent and the work is of a high standard.
2	The effort put into this piece of work is very good but there is room to improve.
3	The effort put into this piece of work is satisfactory and with greater focus you could have improved it.
4	The effort put into this piece of work is below expectations and you need to work harder to meet an appropriate standard.
5	The effort put into this work is very poor and you have underachieved on it. You need to work harder next time.
6	The amount of effort put into this work is unacceptable and you have seriously underachieved. You need to think about your effort and attitude to learning to get back on track next time.

Verbal feedback:

- Is an essential part of assessment for learning.
- Is provided extensively to students during all lessons.
- Encourages, guides, informs and motivates students in class.
- Has a direct impact on student learning and progress.
- When such feedback has been provided to a student the teacher or the teaching assistant will use a 'verbal' feedback stamp to show this.
- The student should record what the teacher has stated in his/her own words to demonstrate that he/she has listened to and taken the feedback on board.

Departmental variation

It is accepted that some departments have developed excellent marking and feedback strategies that engage students and enhance their progress. These can still be used as long as they address all the key areas noted above. A copy of the departmental Marking, Assessment and Feedback Policy should be attached to the whole School Policy.

King Edward VII School
Marking, Assessment and Feedback: Deep Marked Work

Task (please circle): Extended Controlled Assessment Examination Question
 Examination Paper Other

Subject:

Teacher/Peer Comments:

What went well:

Target(s):

You have achieved level:

Effort (attitude and approach)

1

2

3

4

5

6

Self Evaluation:

My own comments on my level and the teacher's/peer comments:

The level I have achieved means that I can.....

An additional target I will set myself to improve further is.....

