HuishEpiscopi

Academy Procedure

Marking and Feedback

Document title	
Marking and Feedback	
Status	**Lead Academy staff member**
Academy Procedure	Assistant Principal
Review date	**Date approved**
September 2019 3 years unless changes required earlier	27 September 2016
For public access on request *Tick as appropriate*	**Approved by**

Post		Online	✔	The Principal

Notes	

This policy operates in conjunction with the Literacy and Assessment policies.

Aims

Huish Episcopi Academy is committed to raising progress and achievement for all of its pupils, so that they develop the ability to use feedback from both teachers and peers to improve the standard of both written and oral work.

It is absolutely vital that students are clear on what they have done well and where they are achieving successfully and what they need to do in order to progress further.

Objectives

1   To ensure that students are clear on how to improve oral/written work leading sustained improvement, including excellent literacy skills, both written and oral.

2   To personalise teaching and learning through individual PAR marking.

3   To promote excellent literacy skills across the curriculum.

4   To ensure that learning is of the highest standard.

Marking and feedback

Huish Episcopi Academy follows a 'Praise, Action, Response', (PAR) model of marking and feedback based on the following rationale:

1   Recognise success.
2   Identify an area for improvement.
3   Add a comment (prompt) that attempts to closes the gap between present and future understanding. These prompts differ from standard feedback comments in that they serve not only to state what is needed but clearly support the learner in understanding how to achieve this. There are two main forms of prompt: scaffold prompts (give structured advice on how to make the improvement) and example prompts (provide a direct model of an improvement).
4   Allow time for the comment (prompt) to be acted upon.
5   Develop an on-going dialogue between teacher and student. (Clarke 2003)

In order to support parents in helping to improve progress, subjects will provide the following information to parents via the subject page of the Huish Episcopi Academy website

- Subject scheme of work.
- Mastery success criteria for KS3, success criteria for KS4 and 5.
- Dates of assessments, purpose of assessment and method of assessment in each term.

The Sutton Trust identified marking and feedback as the most effective method of raising attainment and achievement in schools. Marking and feedback is the most personalised way of providing students with the detail they need to improve, a recognition of a student's effort with a task or activity and teaches them the value of their own work. Effective marking also improves a student's presentation of work over time.

Marking and feedback is vital in promoting literacy

Every child at HEA has the right to have their work marked and commented upon so the know what to do to improve further.

There are different types of marking and feedback beyond the PAR model; it is for teacher's professional judgement to decide what type of marking and feedback is used on a particular piece of work, however there is an expectation that PAR is used regularly as explained in this policy.

Types of marking and feedback

Teachers will use their professional judgement as to what kind of marking and feedback will be provided at various times of the year, dependent on the type of work/assessment being marked. All subjects will have formal assessments identified within the scheme of work/assessment plan, however the expectation is that all students will have their worked checked and marked regularly. There are a number of different ways that this progress can be checked.

- PAR marking: (as explained in the introduction to this document), the expectation is that this would take place every three weeks or six lessons as a minimum in all subject areas. It is vital that students are given time to work on the improvement action of PAR marking, often a lesson starter following PAR marking is a timely way to complete this. HEA believes this to be the most effective marking method to improve student progress.

- Literacy marking: Use of 'think pink' highlighting of literacy, (spelling, punctuation, grammar), errors that students have to correct during a lesson or at home.

- Verbal feedback: The basis of an effective dialogue between student and teacher but most effective when the student records improvement points made by the teacher so they can be acted upon either during the lesson or at a later date.

- Peer-marking and feedback: Where students comment upon each other's work in order to:

1   Improve the work of the recipient of the feedback

2   Develop a student's ability to articulate constructive feedback, therefore further developing their own understanding of a given topic or skill

BTEC Marking and Feedback

Huish Episcopi Academy complies with the marking and feedback recommendations as laid out in the specifications of each BTEC that is delivered.

ROLES AND RESPONSIBILITIES

Senior Leadership Team

SLT lead and give a high profile to literacy across the curriculum, marking and feedback. Individual SLT monitor the quality of marking and feedback for the subject areas that they line manage through updates with the subject/progress middle leader alongside learning walks, book scrutiny etc. SLT, alongside subject/progress middle leaders, ensure that

marking and feedback has both a literacy focus and a clear focus on student progress/how to improve.

Middle Leaders (subject and progress)

Ensure that within schemes of work, assessment plans are published with clear guidelines for teachers so that assessments are in keeping with the whole academy policy for marking and feedback and provide ample opportunity for teachers to assess students' progress. Middle leaders must also ensure that training requirements with regard to implementing and marking of assessments/moderation is in place for team members.

Heads of subjects must ensure that the quality of marking and feedback, (the teacher/pupil learning dialogue), is of the highest quality and maintained on a regular basis, (every three minimum for PAR marking). It is expected that middle leaders will conduct regular learning walks and scrutiny of books in their department in order to achieve this. Members of SLT will also expect to be taken on learning walks by the middle leaders that they line manage as part of update meetings. It is also expected that departmental meetings will include shared book scrutiny and moderation of assessments on a regular basis. This will allow the middle leaders to ensure that quality of marking and feedback is consistent within the department, identify any areas where support/training is required and allow sharing of best practice.

Teachers

Writing

Will PAR mark student work every 3-4 weeks and follow the assessment plan as laid out by subject middle leaders. KS3 mastery curriculum definitions along with schemes of work and assessment plans for all key stages will be published on the website for parents/carers and students.

Teachers will use marking and assessments to support planning and to identify and address gaps in student's knowledge, rectify misconceptions/misunderstanding and allow students to respond in a manner that evidences correct understanding in their response to PAR. Teachers can also use marking and assessment to plan lessons around general knowledge gaps in a class.

Teachers will use 'think pink' regularly to promote student investigation of literacy errors, the expectation being that a student has to work out what the literacy error is, (with peer/teacher support and use of literacy aids in the classroom), and correct it, with an expectation that the student will learn from the error and progress accordingly.

For KS3 marking it is expected that staff would update their SIMS programme of study or other internal tracking document to show progress through the different mastery stages that they have defined for their subject, a common-sense approach would be to do this in conjunction with PAR marking intervals thus creating a detailed picture of student progress in their classes.

Appendix

GUIDANCE AND EXPECTATIONS

Reading

All students, (bearing in mind SEND inclusion guidance), should be encouraged to read aloud so that teachers can hear the fluency and expressiveness of their reading. Mispronounced words should be corrected so that the whole class can learn the correct pronunciation. Encouragement of reading aloud will improve confidence. Reading may not be marked but it can certainly be assessed informally and influence planning and differentiation of lessons. Huish Academy expects all of its students to be able to read fluently and confidently in a variety of settings.

Speaking and Listening

Speaking and listening progress as defined in the 'Huish literacy expectations' should be incorporated into a variety of activities in lessons across the curriculum. Feedback may be given on both speaking and listening through formative marking or verbal feedback. Speaking and listening is our main mode of communication and is fundamental to developing understanding of topic content, skills and processes within the curriculum and in developing effective communication in wider society.

Speaking and listening should be used both individually and in groups to allow a teacher to assess how students use language precisely and coherently, how students respond to and build on ideas constructively and how well students have understood a concept, opinion, or piece of subject content.

Parents

Are vital in supporting the development of learning habits both in the classroom and at home. Parents need to support teachers in checking their children's books for regular PAR marking and ensuring that their child responds accordingly. Parents should also support their children with corrections and take a keen interest in their work. Parents must feel they can contact the academy, (classroom teachers, tutors, head of subject, progress leaders and senior leaders if they have a concern regarding marking and feedback.

Directors

Will challenge the academy to prove that there is consistent and regular marking/feedback that supports learning and student progress. They will question strategic leaders regarding work scrutiny and expect the academy to follow the schedule of monitoring as laid out by SLT, (teaching and Learning). They will expect that all levels of leadership in the academy, (SLT, CTLs and teachers) are part of evaluating and developing effective marking and feedback as an on-going academy process.

Students

Will understand that responding to feedback and literacy investigation with subsequent corrections is part of taking responsibility for their own learning, promoting resilience, resourcefulness and independence.

Students must respond in the following way to different marking/feedback and teachers must ensure that this is done:

Responding to PAR

Students must consistently respond as requested within PAR marking. Teachers must allow time for this after PAR marking books, (lesson starters following PAR marking is a recommended time to do this).

Think Pink

Students must investigate a literacy error and discover what the error is as independently as possible using the resources around them. Teachers must allow time for this and must provide resources as follows in all classrooms:

- Literacy working wall with jigsaw conjunctions, 200-word list, examples of extended writing, subject specific vocabulary etc.
- Dictionaries
- Literacy mats

Students should then write the correction three times as part of learning to write words correctly.

This applies to draft as well as final copies of extended writing.

Peer- marking and feedback

Teachers should instruct students on the WWW/EBI model using the following rules regarding how students' feedback to each other:

- Be kind
- Be specific
- Be helpful

Learning Environment

- Every classroom must have the following available for students to help with progress of learning, (particularly literacy learning).
- A tidy and clutter-free environment, (visual clutter/messy environments are known barriers to learning, particularly for dyslexic students and students with weak literacy skills).
- A literacy working wall as described above.
- Dictionaries.
- Literacy mats.
- Key words or phrases highlighted in lessons

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