



St Augustine's Roman Catholic School

Assessment, Marking and Feedback Policy

Policy Status	
Date of policy creation	September 2004
Date of review	December 2017
Date of next review	December 2019
Chair of Governors	Dr Dianne Swiers

Rationale:

It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

“To be effective, feedback needs to be **clear, purposeful, meaningful**, and compatible with students’ **prior knowledge** and to provide **logical connections**.” John Hattie, *The Power of Feedback*

What are the principles that guide the school’s approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to pupils;
- relate to the learning objectives and comment on attainment within the context of the learning objective;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for pupils to read, reflect and respond to marking;
- inform future planning and group target setting;
- where possible use consistent methods across the school;
- be seen by pupils as a positive approach to improving their learning.

How does each department mark and feedback?

Each department has an individual policy for how they mark pupil work and feedback. All departments use a variety of feedback methods and they all give time for pupil responses.

Forms of marking/feedback:

Verbal Feedback

It is important for pupils to have verbal feedback from the teacher working with them.

The member of staff might initially talk to the pupil about how they have met the learning objective and then question the pupil about a specific part of the work. This may be to correct a pupil’s understanding or to extend the pupil’s learning.

Summative Marking/Feedback

This usually consists of ticks and a brief acknowledgement of the work undertaken. It is often associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the teacher or the pupils, as a class or in groups.

Formative Marking/Feedback

Not all pieces of work are marked in detail. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

What is Detailed Marking?

Teachers focus first and foremost on the learning objectives of the task. The emphasis being on both successes against the learning objective and improvement needs. When marking in detail teachers should:

1. Study the entire piece of work;
2. Identify examples where the pupil has met the learning objective;
3. Identify areas of the work which could be improved;
4. Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

How will pupils respond to the comments that have been made after detailed marking?

In order for the marking to be formative, the information must be used and acted on by the pupils. When work has been marked in detail, time should be given during following lessons for pupils to read and then make one focused improvement based on the improvement suggestion.

What other styles of marking do teachers use?

A tick and an initial - this might be used when there has been a large amount of teacher input in the lesson or where verbal feedback is given.

Self-marking - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed pupil in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modelled with the class pupils sometimes mark work in pairs. This allows them to develop their own critical capacity.

Marking for Literacy

All staff promote literacy within their subjects, both orally and within written work.

Staff observe the termly literacy focus and acknowledge this in their marking. Staff and pupils are aware of the symbols used for literacy and these are displayed in table form in some exercise books. The table is shown below:

✓	A tick show that something is good or correct
✓✓	Two ticks show that something is very good
○	If we circle your work, you need to work out why, for yourself
hp	This is used to show that you have made a homophone error, such as using their instead of there.
sp	Spelling error – sometimes we will write out the word correctly and must then practise it at least three times in your book. At other times we will expect you to look up the word for yourself.
ⓐ	If we write CL in a circle it means you have forgotten your capital letter.
—	If we underline a letter with one line, it means you have used a capital letter in the wrong place.
NP//	This sign is used to show where you should begin a new paragraph.
ns	This means that you should start a new sentence.
ss	This means that you should check your sentence structure.

?	This is used when the meaning of what you are writing is unclear.
^	This sign indicates where you have missed out a word or a letter.
P	This means that you have made a mistake with your punctuation.

Assessment frequency

Each department is required to enter data for pupil progress twice per year.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Maths, Science and RE should assess written work at least every fortnight.

Monitoring

The performance management targets for 2017-18 include a specific feedback target:

Objectives for 2016-17	Key Performance Indicators	
	April 2017	September 2017
<p><u>Objective 1 – Pupil Feedback</u></p> <p>Use of quality feedback (both oral and written) to effectively promote pupil progress and learning.</p> <p>Making sure time is given for pupils to respond to feedback and/or improve upon work.</p> <p><i>Teacher's Standards - 1, 2, 6</i></p>	<ul style="list-style-type: none"> • Use of feedback strategies evident in classroom and teaching • Effective and informative feedback being given • Time planned into lessons for pupils to respond and improve work • Pupils responses evident in books/folders/work/grades • Use of the new grading system is used in feedback so pupils can gauge progress/attainment 	<ul style="list-style-type: none"> • Pupil attitudes towards improvement of work is strong • Use of high quality feedback and good pupil response is established • Pupils have a clear idea of how to improve work and act on this accordingly • Use of new grading system is established and clear to both pupil and teacher

Heads of Faculty are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for whole school and faculty self-evaluation.

The views of pupils about marking, assessment and feedback are also sought as part of the self-evaluation process.

Parental Involvement

Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the pupil planner.

Assessment grades are also routinely gathered for all pupils, allowing us to report to parents/carers about pupil progress and also identify any performance issues that may have arisen, acting on them accordingly.