

MARKING & FEEDBACK POLICY



At Heanor Gate Science College we recognise that the quality of marking has a significant impact on shaping attitudes to learning; it stimulates and challenges students to work hard when they know what is being assessed and what the criteria for success are. The focus of feedback is on helping students to gain a clear understanding of how well they have acquired knowledge, concepts and skills. Feedback can be verbal and written; it can be delivered by a teacher, a member of staff acting in a supporting role or indeed a peer.

Marking and implementation of this policy is the responsibility of all teachers.

AIM

- To ensure that all students are provided with regular and informed feedback to enable them to make further progress
- To establish a coherent and consistent approach to marking and assessment across the faculty that supports the whole school vision
- To provide a system which is clear to students, staff, parents and other stakeholders

RATIONALE

Marking is most effective when the student knows:

- The purpose of the task and how their current learning fits into the bigger picture
- What is being assessed and what the criteria for success are
- How to move closer towards their end target
- How to self and peer assess effectively against set criteria
- That marking will be regular, accessible and will support their independent learning

THE MARKING PROCESS

WRITTEN FEEDBACK SHOULD:-

- Be predominantly encouraging, constructive and positive
- Be personalised for the student
- Relate to lesson objectives and learning outcomes
- Challenge the students to think for themselves

MARKING SHOULD:-

- Be regular and promptly returned to students, so that they know exactly what they need to do to move to the next level/grade.
- Be understood by students, i.e the criteria for marking, the grades/ marks awarded and the comments written
- Be unique to each subject area and so effective so that students are able to accurately assess their own work and that of others via peer and self-assessment.
- Reflect the whole school approach to marking for literacy
- Provide regular feedback to practical, project-based subjects even if a whole project may extend over a period of time
- Be recorded in a mark book or on faculty tracking system so that other colleagues can clearly see the spread of marks/grades over time

ASSESSMENT

- Assessment points will be identified across the year for each subject area and key stage within that. Summative assessments will be recorded on faculty and school systems and will be optionally recorded in teacher planners
- Formative comments will be given that show what has been done well and what still needs improvement and shows students how to improve their performance and move them on in their learning
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding
- Students' work for external examinations should be marked using the marking criteria set by the examination boards
- Internal moderation should be undertaken regularly to produce consistent standards of practice across the faculty

FREQUENCY OF BOOK MARKING

The type and extent of written feedback will vary from subject to subject.

See appendix for individual subject marking policies including frequencies for each key stage.

TARGET LEVEL

All students should have access to the grading criteria and the student's target and current grade should be clearly written on a sticker on the front of their exercise book.

HOW THE BOOKS SHOULD BE MARKED

Marking should highlight what has been done well as well as addressing areas for further development. Boxes can be drawn around identified pieces of work in order to provide students with the opportunity to respond to their feedback in a designated area. Teachers should also acknowledge whether the presentation of the student's work is in keeping with whole school expectations and that all headings are underlined and worksheets are filed in chronological order.

SPELLING, PUNCTUATION & GRAMMAR

In keeping with the whole school literacy policy, teachers should;

1. Always insist on students writing in full sentences.
2. Follow the Talk – Model – Write strategy
i.e. Talk through the task set and link it to the overall learning experience.
Model clearly what is expected of the student
And then provide students with sufficient time to write their response.

Ensure that all students are given an opportunity to check the depth, quality and standard of presentation of their work.