



Holyhead

Teach What Matters

Marking, Feedback and Assessment Policy

Autumn Term 2020

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Agreed:	Governors' Q&S, Autumn 2020
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Policy Lead:	S Banger & J Campbell

Marking, Feedback and Assessment Policy

“Metacognition lies at the root of all learning.”

~ James Zull, Neuroscientist

Rationale:

Marking and feedback at Holyhead should be manageable for teachers and beneficial for students. Before writing in green pen, we must consider, ‘*who am I writing this for?*’ and ‘*will it help students improve?*’ The Teacher Standards set our framework and we have articulated 4 general principles that inform the marking and feedback on assessment pieces - WWW/EBI/Next Steps/SPaG. Subjects use these for an overall school-wide approach, and within their subject-specific practice.

While we recognise that teacher feedback is important, student metacognition skills are integral to the learning process. This can be achieved through purposeful use of PLCs and explicit breaking down of assessment criteria before the learning takes place. By applying this approach to lessons, we can simultaneously model lifelong learning techniques while reducing teacher workload.

Intention:

- To ensure a consistent approach to marking and feedback across the whole school.
- To create efficient and effective marking and feedback by making sure we only focus on the students’ needs.
- To reduce needless teacher workload by rejecting marking dogma and implementing evidence based research on metacognition.
- To support learners in the life skills of assessing, planning and reviewing their progress in the learning process.
- To ensure assessment criteria are at the heart of teaching and learning, through the use of PLCs.
- To place the onus on students to respond to teacher feedback.

Implementation:

The basis of all marking adheres to the teacher standards and recognises the fundamental link between marking, assessment, feedback and planning:

Standard 2 - Promote good progress and outcomes by pupils; guide pupils to reflect on the progress they have made and their emerging needs; encourage pupils to take a responsible and conscientious attitude to their own work and study.

Standard 6 Make accurate and productive use of assessment: make use of formative and summative assessment to secure pupils’ progress; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

PLCs: All students at Key Stages 3, 4 & 5 should have access to a PLC for each topic; underpinned by the Medium Term planning. The PLC can be electronic or paper based and kept in students' exercise books/folders but should be referred to by teachers throughout the topic for teachers/students to update and monitored by the class teacher. PLCs should be used by practical and BTEC subjects to identify progress throughout the course and completion of sections of work/assignments.

Class work: will be monitored every 4 lessons using the marking principles WWW/EBI/Next Steps and SPaG (frequency of this marking is outlined in the appendix). When applying the class work marking principles, there is no expectation that each of the 4 aspects will be applied to each piece of work marked. It is more realistic and beneficial to apply all of the aspects over time. The fundamental object of marking classwork is to identify misconceptions, SPaG errors and suggest areas for improvement using a green highlighter (see appendix). Teachers should make use of self and peer assessment (pink pen) in lessons for low stakes testing and classwork, where appropriate.

Assessments: STAR marking will be replaced by feedback in the form of WWW, EBI and Next Steps either on a proforma in the assessments or in the exercise book following the assessment. Teachers are not expected to mark classwork for a class they are currently marking assessments for.

Dedicated Improvement and Reflection Time: Students should be provided with DIRT in the lesson following a teacher marking their classwork to make improvements to the areas highlighted using pink pen, they may also record down any useful verbal feedback provided to them from the teacher in pink pen for reference at a later date.

During DIRT (after an assessment) students should be directed to reflect on their PLCs and supported to update them.

Marking Principles (standardised framework)




What Went Well (WWW): Positive comment(s)/ verbal or written, as appropriate

Even Better If (EBI): This is a feedback method aimed at improving the current piece of work. A concise instruction to be completed immediately on receipt of the feedback in pink pen (This requires the teacher to plan 'DIRT' – Dedicated Improvement and Reflection Time)!

Students also benefit from metacognitive questions, simply put, '**why did you get that wrong?**', '**What's the right answer?**', '**Why is that answer right?**', '**How would you approach that question differently?**'

Next Steps: This is a Target/s set to inform or to move forward future work (a feed forward method). This will be a statement or a code. Students should act upon this at the next available opportunity using pink pens.

SPaG: Use of school literacy codes

sp.	Spelling error
P.	Punctuation errors will be circled
//	New paragraph is needed
	Expression unclear or work does not make sense

Presentation in books

Staff should be mindful of the role of students' work, whether it be actual coursework or a future revision guide, good presentation is imperative. Graffiti does not suggest a 'love of learning'.

PINK - All changes students make based on feedback.

GREEN - All teacher feedback should be written in green to allow easy identification to students.

BLACK - Students should write in black to make it possible to photocopy work and set the tone for future exam conditions.

PENCIL - All diagrams and graphs should be drawn using a sharp pencil and ruler.

PLCs - Should be available to students at the beginning of the topic and either stuck down in books/folders or stored electronically.

Feedback from all assessors must be **kind, specific and helpful** (Ron Berger). [Rules for Critique](#), [Austin's Butterfly](#).

Marking and Feedback Template

General points:

- This template adheres to whole-school policies on marking, feedback and assessment, including the use of Learning Logs/PLCs;
- All marked work will be kept in: exercise books / folders (electronic or paper based).

Activity	Description	Frequency	Type of Marking	Written Feedback	Metacognition & Method
Classwork	Varied	Majority of lessons Immediately following set task	Peer/self assessment ONLY	(Optional) Peer / self gives appropriate WWW, EBI, and/ or Next Steps	Review own or each other's work with corrections Think/pair /share
Teacher marked Classwork **	Varied	Once every 3/4 lessons Fortnightly - once each half term depending on number of lessons per week	Teacher	WWW, EBI, Next Steps, SPaG Green highlighter	Assess EBI task in next available lesson and review targets for future planning. .
Homework	Finding, Transforming & Deepening	Once every half term	Teacher Peer/self assessment	WWW, EBI, Next Steps, SPaG	WWW, EBI, and/ or Next Steps
Formal Assessment	Test or assessed performance in class time mainly	Twice during the academic year for Year 7-10	Teacher	WWW, EBI, Next Steps, SPaG Green highlighter	Assess DIRT requirement in next available lesson *Update PLC
	Exam style test conducted in class or formal setting	Three times during the academic year for Year 11-13			
Coursework/ Practical assessment	Specific to qualification	Specific to qualification	Teacher Self assessment	WWW, EBI, Next Steps, SPaG Green highlighter Subject to qualification	*Update PLC Assess and plan next steps

**Teachers are not expected to mark classwork if they are currently marking assessments
*Students will be encouraged to reflect on their learning throughout topics in the form of
WWW, EBI and Next Steps using pink pen.

Impact:

The implementation of this policy will be monitored through termly whole school book
scrutinies, followed up by faculty led book reviews to ensure findings have been acted upon.
You may be asked to show your class PLCs and planning documentation as evidence of
progress being tracked and planning being adjusted accordingly to meet the needs of the
class. The measure of this policy's efficacy will be measured through the quality of students'
work and rates of progress made at each Academic Profile (AP) data drop by DoLs.

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