



## Trinity Multi Academy Trust

<b>Policy:</b>	Marking and Feedback Policy
<b>Date or review:</b>	May 2018
<b>Date of next review:</b>	May 2021
<b>Lead professional:</b>	Vice Principal - Curriculum
<b>Status:</b>	Non-Statutory

# Empathy, Honesty, Respect, Responsibility

## 1. Purpose

This policy acts as a guide to marking and assessment to ensure a consistency of approach throughout Trinity Multi Academy Trust.

## 2. Rationale

Assessment is an integral part of teaching and learning and lies at the heart of promoting students' learning.

## 3. Aims

The aims of this assessment policy are:

- 3.1 To use assessment data to raise the expectations of students, teachers and parents in order to achieve the highest possible standards for each child.
- 3.2 To ensure that assessment contributes to accurate record keeping which is used to monitor progress and identify students' strengths and weaknesses.
- 3.3 To set challenging curricular targets for all students to raise expectations and support student progress.
- 3.4 To ensure that assessment is central to planning, delivering and reviewing the curriculum so that students' needs are met accurately.
- 3.5 To use assessment information to inform students, parents/carers, teachers, subject leaders, senior leadership team and all other interested stakeholders who have a shared interest in student progress.
- 3.6 To involve students in their learning, by giving regular verbal and written feedback so that all students know and understand where they are in their learning, what they are doing well and know how to improve.
- 3.7 To involve students in their learning by providing regular opportunities for self and peer assessment along with improvement and reflection time within lessons.

## 4. Academy Level

National Curriculum, GCE, BTEC and GCSE levels gained from termly levelled assessments are used to update each academy's student tracking system. The assessments should be regularly moderated as part of CPD to ensure the data is accurate and reliable. This information is then used to:

- 4.1 Share assessment information with students, parents/carers and all other interested stakeholders in a timely manner.
- 4.2 Strengthen whole academy and teacher knowledge of student progress and prior attainment.
- 4.3 Analyse the performance of different groups of students e.g. HAPs, SEN, boys and girls etc.
- 4.4 Identify students who are at risk of underachieving and plan provision for additional support and intervention programmes to support these students.
- 4.5 Measure the impact of additional support and intervention programmes on student progress.
- 4.6 Provide quality information to support cohort transfers.
- 4.7 Set aspirational targets for every student.
- 4.8 Identify whole academy strengths and identify areas for development.
- 4.9 Direct CPD to an academy's and individual teacher's needs.

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### 5. Teacher Level

Each academy's student tracking system and whole academy targets are used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- 5.1 Appropriate grouping of students to support differentiation in planning.
- 5.2 The setting of differentiated curricular targets. Students with IEPs will work towards their individual targets.
- 5.3 Teachers' planning is explicitly linked to curricular targets for different groups and individuals.
- 5.4 Teachers plan for and use day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking students' understanding) to gather information on students' progress against learning objectives and curricular targets.
- 5.5 Teachers use the information they gain to identify students' next steps in their learning and inform future planning so that they can move students' learning forward.
- 5.6 Teachers explicitly share with students the expectations, learning objectives, success criteria and outcomes of a lesson or unit of work.
- 5.7 Teachers provide students with oral and written feedback regularly as well as opportunities to assess themselves, individually or with a partner, to identify success against the learning objectives/curricular target and next steps.
- 5.8 Teachers plan time for children to respond to oral and written feedback and to discuss the improvements made.

### 6. Student Level

Assessment data from summative tests and day-to-day (formative) classroom assessment strategies ensure that:

- 6.1 Students have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve.
- 6.2 Students have the opportunity to receive additional support to help them reach their potential.
- 6.3 Students understand the purpose and aims of the work they are engaged in.
- 6.4 Students recognise their achievements and understand the steps they need to take in order to make further progress both within lessons and as part of their work towards curricular targets.
- 6.5 Students are involved in whole group shared marking, appropriate to their Phase, which allows for discussion and analysis in a secure environment.
- 6.6 Students are engaged in creating success criteria for lesson objectives and curricular targets.
- 6.7 Students use success criteria to support self-assessment and peer assessment and are able to evaluate their own and others' work.
- 6.8 Students are regularly given time to respond to written and verbal feedback in order to improve their work.

### 7. Marking for Learning

- To be **frequent** Students should receive feedback on a 5 to 9 lesson cycle (Phase and subject directed).
- To be **timely** Written and verbal should be given within one week of a hand in date.
- To be **reflective** Build in time into a lesson or homework\* to reflect and act on the feedback in order to improve.
- To be **effective** Work will be marked in accordance with the policy below.

## 8. Improvement (formative) Marking

Improvement marking should focus on both the successes against the learning objectives and a student's improvement needs.

Students must be given time to respond to the improvement marking as soon as possible after it is given.

### Bookwork:

The following are suggested strategies for marking classwork or homework\*/ independent study. Teachers should aim to use a range of strategies as appropriate to best support the learning of the students. This should be completed every 5 to 9 lessons as directed by the curriculum leadership. This is the minimum expectation though teachers may choose to do more. Marking should be focused on specific work which demonstrates the students' independent achievement.

#### 8.1 Sampling

Useful for any piece of work.

- Select at least 5 to 8 (or a suitably sized sample) books/pieces of work which reflects the prior attainment range of the class. This sample should also focus on key groups within the class.
- Review these and keep a record of common mistakes.
- Share the common mistakes with the whole class on the green feedback sheets which should be stuck into students' books.
- Students self-assess and correct their own work using purple pens based on the feedback provided.

#### 8.2 Zonal marking

Mainly useful for pieces of extended writing.

- Skim read the whole piece.
- Select a section (one or two paragraphs) to mark in detail and place a green box around this. Give detailed comments and annotations on this section.
- Student either re-drafts this section, or uses the feedback as guidance to edit another section using purple pens.

#### 8.3 Live model marking

Useful for any piece of work

- Either project work onto the board or photocopy examples for the class.
- Mark a couple of pieces with the class being really explicit about why they obtained the marks they did and what specifically they could do to improve their answer.
- Students then self or peer assess their work using purple pens.

#### 8.4 Student requests

Useful for any piece of work and promotes independence.

- Before handing work in, students identify the section they feel least confident with/want feedback on.
- Teachers only provide feedback on this section.
- Alternatively, students ask a question about the work that the teacher answers.

## 9 Summative Assessment

As a minimum once per full term for Phase 1 and half termly for other phases, teachers are expected to grade and record a set piece of work. This should be standardised across the department and be recorded in the form of KPIs, GCSE, BTEC or GCE grades.

This may be done in the form of an assessment test, piece of coursework, assignment etc. Some subjects may do this on a more frequent basis, particularly in Phase Two and Three, where levelled tests and assignments are more frequent.

### 9.1 Examiners Report Style

Useful for formal assessed pieces in Phase 2 and 3.

- Read each answer and give a numerical mark.
- Collect the strengths and weaknesses and type these up to share with all students on a yellow sheet.
- Share these with the whole class and go through the exam paper with the students in lesson or achieve.
- Students make corrections using purple pens.

### 9.2 Phase 1 assessments

- Successes should be recorded against the Key Performance indicators as outlined by Curriculum Leadership.

### 9.3 BTEC marking

- Work should be marked in accordance with the BTEC criteria.
- Interim activities should be marked in accordance with the bookwork or assessment criteria.

## 10 Practical Subjects

10.1 Some subjects do not have class books and written work. The expectation for these subjects at Phase 1 is that students receive verbal feedback on a lesson by lesson basis and once a term, rotation or project achievements and feedback should be recorded against the Key Performance Indicators.

10.2 At Phase 2 and 3 feedback is provided through checklists and criteria which highlights what students have completed or achieved with some comments to support specific areas of improvement. These should be actioned by the students before the next assessment period.

10.3 Written work in these subjects should follow the academy guidelines for non-practical subjects.

## 11 Behaviour for Learning

Where appropriate indicate achievement of Achievement Points (AP).

## 12 Literacy

12.1 Spellings are to be corrected with particular focus on subject keywords.

12.2 Grammar and punctuation should be corrected where common errors appear.

**13. Other**

Presentation should include: all writing to be on the line and in a blue or black pen; dates and titles underlined with a ruler; all diagrams completed in pencil and all straight lines achieved with a ruler. Work should be ruled off to avoid wasted space and sheets secured into the book.

\*Homework - It is expected that students complete one piece of homework per subject per week.