Co-op Academy North Manchester

Name	Marking and Feedback Policy
Approved by	Standards Committee
Policy Created	July 2015
Review	Yearly
Update Approved	September 2019
All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.	

Purpose

Aims

Feedback generally, and marking specifically, is only valuable after a skill has been learned, or knowledge developed. Providing effective feedback is the biggest single factor affecting student performance. Research (such as from the Education Endowment Fund & Professor John Hattie) demonstrates that when teachers improve the quality of the feedback that they both give and receive, it has a more significant impact on student progress than any other single measure. [1] Making feedback effective requires thought and hinges upon the teacher ensuring that the feedback has been acted upon.

Research released by the SFE (2016): Eliminating unnecessary workload around marking, alongside the Co-op Academies Trust workload paper has been taken on board to create this policy. In addition annual reviews of the policy have also occurred.

Marking and feedback should be based around three principles; it must be:

- **Meaningful**: so that marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Students should be given meaningful advice as to how to progress.

- **Manageable**: our marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

- **Motivating**: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: we use short challenging questions for students to respond to. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

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[1] John Hattie, *Visible Learning*, (London: Routledge, 2008), pp. 109-128.
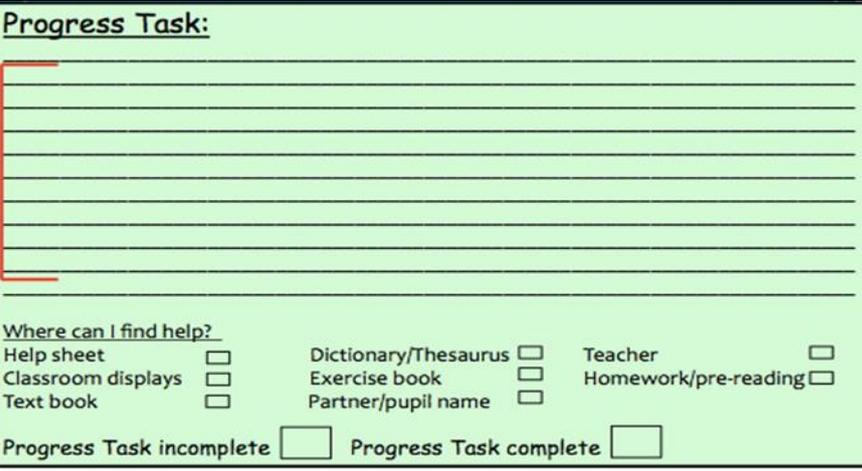
Policy implementation

1. Good Quality Marking

1.1	Student to teacher feedback shows that the teacher has engaged with what the student **knows** and **can do**. We must be acutely aware of **where the student is now** and **where they are meant to be**. Our feedback needs to **reduce that gap**.
1.2	Good quality marking demonstrates that the student and teacher are aware of the progress that has been made over time. Students find the feedback meaningful and act upon it to make increasing progress.
1.3	The academy uses the Principles from Inside the Black Box (1998) to guide its thinking on the most effective assessment. It believes: • **<u>Effective</u> feedback is provided to students** • **Students are *actively involved* in the learning process** • **Teaching activities are <u>adapted</u> in a response to assessment results**
1.4	Assessment can influence students' motivation and self-esteem. High quality marking and feedback promotes engagement, achievement and ownership. With regular marking and feedback, teachers can subsequently plan sharply focused lessons that allow students to make rapid and sustained progress and target areas for development effectively. In addition: • Students are more likely to work on their targets if no grades are given. Students should be motivated by their feedback to increase their efforts therefore feedback should allow students to understand how they can improve their work next time. • Marking should reference established success criteria which are understood by students. • Exemplars are helpful to illustrate the differences between high and low quality work when teaching a skill. Students need to see the outcomes at the highest quality so they can all aspire to produce top quality work. • All teachers should mark for literacy using the academy marking shorthand.

2. Monitoring marking across the academy.

2.1	When we monitor marking across the academy we don't just look at the quantity of marking in books. We look for evidence that students have *responded to* marking. By responding to the marking, they will make increasing progress.
2.2	The Progress Task approach to marking ensures that students reflect on the marking they need to be simple and explicit enough for the students to complete independently but ones which address exactly what it is they need to do in order to progress.
2.3	The PT may be focused on a student's written expression; to improve the quality of an

	exam answer, students need to use technical terms with confidence, link ideas, make comparisons etc..
2.4	Progress Task marking will enable students to insert and rehearse the use of key terms, use connectives, make links and comparisons and access the higher order skills they need to succeed at KS4 and beyond.
2.5	Progress tasks will also help students be able to talk about and explain their learning and thinking. We must allow them to grapple with ideas, concepts and expression and allow students to embrace errors and see them as opportunities to learn

3. The Progress Task Approach.

3.1	 **Progress Task:** Where can I find help? Help sheet ☐ Dictionary/Thesaurus ☐ Teacher ☐ Classroom displays ☐ Exercise book ☐ Homework/pre-reading ☐ Text book ☐ Partner/pupil name ☐ Progress Task incomplete [ ] Progress Task complete [ ] We use Progress Tasks to ensure that marking is a continuous dialogue between student and teacher
3.2	Across the academy, we will use the Progress task approach to marking written work in exercise books. This way of marking ensures there is a student/teacher dialogue, that students act upon written feedback and supports the idea that marking and feedback is there to enable students to make good progress.
3.3	**How does it work?** 1. **_In red pen,_** the students should always be given specific praise – they must be told exactly what is successful in their piece of work, such as "Excellent use of effective adverbs to begin your sentences – well done. It should be focused on a specific skill they have used, not simply be 'good work' etc 2. Underneath should be written a Progress Task, clearly labelled PT. This should always be **_worded as a question,_** in which you ask the student to complete a specific task based on the areas for improvement in their work. 3. Never say 'Check semi-colons' – this won't work because the student will never actually check it and isn't learning anything from your comment. We learn by 'doing' and so do our students. Instead, we might ask: *Can you add a semi-colon to the correct place in the following sentence:* *The weather was terrible I couldn't believe how heavy the rain was falling.* *Now, can you write your own sentence using a semi-colon?*
3.4	**Example Progress Tasks**: PT Can you write a sentence beginning with the adverb 'treacherously' and a sentence beginning with the adverb 'cautiously'? Can you write five clear sentences explaining why a weightlifter's preparations for a competition would be different from a sprinter's? Include differences in diet and training techniques. Can you explain to me why hydrocarbons with small molecules make better fuels than hydrocarbons with large molecules?
3.5	The green Progress Task sheet should be stapled to the corner of the relevant page. This

	is where the students should complete their task.
3.6	Progress task sheets should be stapled in enabling students and you to find their improved work easily at a later date.
3.7	If the students haven't responded in enough detail or haven't considered your question carefully, the sheet can be simply taken out and another stapled in for the student to re-do. These sheets must be well-presented. We must have the highest of expectations.
3.8	When marking the books again and a Progress Task has been completed, we MUST go back and signature or tick it to ensure that it has been completed correctly. We cannot afford for the student to be making the same errors repeatedly. If the skill still is not correct on the green sheet, we will know as teachers where specific issues lie for individual students. These issues will then need targeting in our teaching. Our marking and student response to our marking should inform our teaching.
3.9	The Progress task has opportunities for teachers to indicate to students where they may get help for example, the box for 'help sheet' or 'display' may be ticked to reduce workload and prevent teachers having to write excessive amounts. For example, instead of teachers having to add to PTs 'including the words…' on a PT, they can simply tick the box so the student is able to work independently and avoids repetitious marking for teachers.
3.10	In order to differentiate your questions for students of different abilities consider using Bloom's Taxonomy to pitch your questions at the appropriate level, for example: • Can you write a sentence giving two pieces of evidence, which clearly show that William had a stronger army than Harold? • Can you write a short paragraph to explain why William having a stronger army than Harold meant that he won the Battle of Hastings? • Can you write a sentence giving your opinion on whether it was inevitable that William won the battle of Hastings? • Can you explain how and why historians may have different opinions on whether it was inevitable that William won the battle of Hastings? • Can you write a clear paragraph using two different sources to justify the statement 'William's victory at Hastings was inevitable'?

4. Marking frequency.

4.1	The frequency of feedback is proportional to curriculum time and will therefore vary between subjects. Consideration should be given to staff workload. Individual department schemes of learning may provide guidance as to when progress tasks may be included. In the past, guidance has been that marking and feedback should be given roughly every 4 lessons. This policy links directly to the T&L policy to ensure that effective planning, leading to appropriate assessment (see T&L). There is a need to consider when this is most appropriate, for example, unless students had made errors in note taking or a model answer/diagram etc, we would not progress task notes. Progress tasks may be more frequent than this but there must be a balance. Marking must provide regular feedback at the most appropriate times.

5. Marking for Literacy.

5.1	It is everyone's responsibility to promote high levels of communication and literacy.
5.2	All members of staff should be checking students' work for literacy and communication errors.
5.3	When marking students' work, do not correct all the errors but rather circle them and use the shorthand. Students should then, in the subsequent lesson, correct their work to

	ensure they are learning from their mistakes.
5.4	Please see the shorthand below, these should be used consistently throughout the academy.

Symbol	Meaning and Action
FS	You've missed a full stop. Add this in.
CL	You need to go back and use a capital letter
P	You've used the wrong punctuation or missed it out – go back and correct it
SP	Spelling mistake, write it out x 3 correctly
GR	Grammatical mistake eg your/you're. Go back and correct it
WW	You've used the wrong word
?	This bit doesn't make sense
//	You need a new paragraph
^	You've missed a word out

5.5	Although individual department schemes of learning can provide guidance as to when progress tasks may be included, other class work where significant, should still be marked for Spelling, Punctuation and Grammar. We should never fill in missing punctuation or correct punctuation for the students. We should never correct wrong words or fill in missing words for the students. We should only highlight the error. It is fine to correct a spelling for a student, but the student MUST always write this spelling out 3 times. Correcting 3-5 spelling errors per assessment is appropriate. These should be included in the margin where the error took place or at the end of a piece of work. For pupils with SEND and/or literacy difficulties please refer to individual ALPs for guidance. If pupils continually repeat errors that have been corrected by the teacher, please seek guidance form HOD and SENCO. The student should also correct punctuation and grammar errors.
5.6	Students with additional needs who have a literacy or processing difficulty need a differentiated approach. Not all students with SEND require this but for those that do, we should refer to the learning plans and ask students to correct their work in light of what has been identified as a need for them. It would not be motivating for a student with dyslexia for example, to have every incorrect spelling to work on.
5.7	Some subjects, for example PE/Dance will not generate as much marking at KS3 and so the PT approach is mainly for KS4 exam classes. Other subjects such as ICT where work is word processed or kept digitally would use an electronic form of the PT – either by 'marking up' the work onscreen (or using another platform in future) to pose questions for the student to respond to. For work scrutinies, all students' work in the sample would be printed off so that the progress over time can be evidenced from earlier drafts of work etc.

6. Peer and Self Assessment

6.1	In order to plan effectively, we need to **do the marking but the students responding is what is important** – this is what will lead to the progress. If a student gives another student their grade, we must consider how does this help them to improve their own work?
6.2	When a student is given a target by their peer, do they follow up on that target immediately to improve their work? If they don't, time has been wasted by completing peer assessment.
6.3	If using Peer and/or Self Assessment, ensure that students fully engage in the work as opposed to just mark it. An example is:-

Self Assessment:	Peer Assessment:
- Select a grade for your work as it is at the moment. - Using your highlighter, highlight 3 things in your work which you think could be most improved. - Using the success checklist, re-write these sentences and improve them. What grade would you give these sentences now?	- Using your highlighter, highlight the most successful sentence in your partner's work and in the margin in green pen explain why you have highlighted it. - Then, in a different colour, highlight the two sentences which you think could be the most improved. In the margin, give a tip on how they could be improved. Your partner will now improve their sentences. - When you receive their book back, do one more thing to each sentence to improve it even further.

7. Retrieval Practice

7.1	The Do It Now Task or progress task of lessons may be based on the weaknesses/common mistakes observed in marking over previous lessons or may be to recall learning from a topic or skill previously taught. This can tie in to the principles of planning and will vary from subject to subject. Teachers should employ a developing repertoire of retrieval practice techniques and select these appropriately. For example: - Flashcards - Glossary concept wheels - Knowledge organisers - Low-stake quizzes - Multi-choice questions - Pre-preparation tasks - Revision clocks - Self-testing - Spaced learning - Summarising - True/False questions

8. Marking across subjects

8.1	In order to support teachers in applying the marking and feedback policy with individual departments, HODs will work together to develop an example of best practice within their own subject. The intention of this illustrative document is to act as a guide for teachers, providing examples of how the academy's marking and feedback policy can be applied in their subject so that all students make progress. Consideration will be given to staff workload and how the use of Google classroom and homework tasks such as pre-reading, can support this.
8.2	Marking and Feedback are inextricably linked to planning. Individual departments work together to develop and implement schemes of learning which provide guidance as to when progress tasks may be included and highlighting key assessment areas.