



Stockport School

Marking, Feedback and Assessment Policy

Marking and Assessment Mission Statement

Marking and assessment will occur regularly, for a variety of purposes. We believe that verbal feedback and constructive marking of written work help to raise standards. The core purpose is to allow students, teachers and parents to measure how well the students are progressing. Assessment allows teachers and other staff to track progress and plan intervention or issue rewards and praise as appropriate.

Equally importantly, assessment provides opportunities for feedback so that students know how to improve their work. In turn, this allows teachers to refine their planning so that weaker areas can be addressed through whole-class or smaller group teaching. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve.

Assessment will not always be solely carried out by teachers. Self-assessment is a key part of students' learning, in order that they become reflective and conscious of their strengths and targets, as well as becoming aware of marking criteria. Peer-assessment is similar in its aims, with an added strength of promoting students' abilities to learn from each other.

Purpose of this policy

We believe that a consistent marking and assessment policy, which is shared with both adults and students, will:

- Create a culture of purposeful assessment as a process rather than a task
- Create a dialogue between the student and teacher/support staff or other adults;
- Ensure continuity for the student as he/she moves through the school;
- Signal areas of achievement/areas for development to adults and students to inform future planning;
- Aim to raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.

Shared Principles of marking/ assessment

- Effective assessment will provide students with the knowledge of their progression in comparison to their personal targets, whether qualitative or quantitative;
- It provides opportunities to celebrate and acknowledge achievement, progress and effort;
- It provides opportunities for prompt and regular written or spoken dialogue with the student;
- Teachers/support staff and students are clear about the learning objectives of the task and the criteria for success and marking is directly related to these;
- Teachers/support staff and students provide constructive suggestions about ways in which the student might improve their work;
- Teachers/support staff and students agree the next steps;
- Opportunities for developing students' literacy skills, appropriate to their abilities, are acted on;
- Teachers and students follow up agreed targets to see how far they have been achieved.



Effective feedback and marking will

- be focused on learning objectives/success criteria;
- provide oral and written feedback, as appropriate;
- provide the teacher/support staff with an evaluation of the effectiveness of the lesson/ unit/ scheme of work to enable learning, supporting curriculum development;
- confirm that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';
- ensure that students understand their achievements and know what they need to do next to make progress;
- provide alternative solutions if a learner continues to fail in a given task or type of task;
- give students time to act upon the feedback given by the teacher or another student;
- help set the next piece of work with other information to adjust future teaching plans;
- provide a record of a student's progress;
- help parents understand strengths and areas for improvement in their child's work.

School expectations

- Assessment will be carried out regularly, in line with the needs of the subject and the frequency of lessons.
- Assessment will not always be written. Assessment may be verbal, according to the teacher's judgement and the needs of the subject/ student.
- When students complete written work, it will be used, presented, marked or fed back in some way as swiftly as possible to give it value.
- Ideally, written work should be engaged with by the teacher and student, with feedback provided and/ or opportunities for self-reflection created, within two working weeks of being completed. This means that students will still remember the task and the process of completing the work, and feedback will be relevant to their current needs and skills. This also allows for targets to be acted on swiftly and for progress to be made more rapidly. This will not always be possible, but remains a goal.

Practices

Student-Centred Practices

- Students are encouraged to engage with and respond to any relevant previous targets in the planning of tasks
- Students are encouraged to review work themselves before handing it in or discussing it with the teachers;
- Students being given the opportunity to self assess in pairs or in groups;
- Students are given the time to act upon the feedback given (e.g. at the beginning of the next lesson, at the start of the session, or for homework).
- Students are given ownership of their work, and are part of the assessment process, through activities such as:
 - verbal feedback – teacher and learner;
 - Quality/focused written marking with time for follow-up;
 - Self assessment;
 - 'Critical friend' feedback – student and student;
 - Planned opportunities for discussion either as a whole class or in groups.

Teacher/Support Staff -Centred Practices

- Teachers/support staff are selective in choosing which aspects they comment on, and ensure that comments link back to the criteria shared when setting the task
- Teachers/support staff comment on positive aspects of the work and on areas for development;
- Teachers/support staff recognise effort as well as quality;
- Teachers/support staff use the information gained together with other information, to adjust future teaching and learning strategies;



- Teachers/support staff differentiate feedback, while ensuring that all students know how they can move forward. This is achieved by modifying the comments to suit the age and ability of the students (if appropriate using codes or pictures).
- Teachers/ support staff ensure that they have full understanding of students' individual needs when setting work and assessing students. In particular, students with SEN will have particular targets from their Statements and IEPs, and particular areas of need, which will need to be taken into account when assessing their work. It is the responsibility of all staff to ensure that they are aware of the needs of students for whom they are responsible.
- Teachers make sure that verbal and written feedback are accessible for the intended audience. This includes written feedback that is intended for parents, so that they can support the school in supporting their child to make progress.
- Teachers could support parents by providing prompts for getting their child to engage with teachers' written feedback, without needing to be subject specialists themselves. For example:
 - i. What do you think your teacher means when they have put xyz?
 - ii. How will you know if you have done xyz?
 - iii. Why is it important to do xyz?
 - iv. What could help you to be able to do xyz better?
 - v. Can you show me where you have tried to do xyz?
 - vi. Why does it make your work better when you do xyz?
 - vii. You have tried to do xyz but have found it difficult, so what will your next step be?

School-Centred Practices

- School practice is consistent and feeds into the overall school assessment framework;
- the marking policy has been discussed with all new members of staff;
- all work returned to students must be marked, discussed or used;
- the principles of marking should be shared with parents;
- marking must be manageable;
- marked work should be quickly returned to the student.
- parents will receive regular updates on their child's progress, including grades/ levels and Attitude to Learning (ATL) scores, to enable them to keep track of their child's progress. Parental access to Vivo also enables parents to keep track of their child's achievements.

Parent-Centred Practices

- the school's view is that working in partnership with parents benefits teachers, students and parents. Research shows that parental involvement with education is the key factor in determining how successful a child is in school.
- parents will ideally support their child and the school by taking all opportunities to support their child's learning, including discussing homework and classwork with them, and taking all opportunities to discuss their child's progress with teaching staff and with their child. This includes attending Parents' Evenings, but also includes working with school staff if a problem is identified.

Roles and responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff, students and parents, the policy for the promotion and monitoring of assessment and marking and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

The Senior Leadership Team will be responsible for the overseeing of the implementation and day-to-day management of the policy and procedures. The Senior Leadership Team will also be responsible for promoting communication with individual parents about their child's assessed successes and weaknesses.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They



also have responsibility, with the support of the Headteacher, for marking work and assessing within a good learning framework and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no negative differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the policy and procedures comply with the 2010 Equality Act in making reasonable adjustments where appropriate. They will also ensure that the concerns of parents and students are listened to and properly addressed.

Parents and carers will be expected to support the school in encouraging students to take responsibility for their learning in and outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of work and will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents are also expected to communicate with teachers via email, phone or notes in the planner if there are reasons why students have been unable to complete work for reasons beyond their control. Parents will not normally be able to excuse their children from any sanctions earned through breaking school rules on work without exceptional reasons.

Students will be expected to take responsibility for their own learning and will be made fully aware of the school policy, procedure and expectations.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff, students and parents of the school. The policy will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility.

Rewards and motivation

A school ethos of encouragement is central to the promotion of good learning and work habits. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that working hard is valued. Rewards will be offered for effort, creativity, progress and achievement. A key part of the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Assessment and marking lead to a mixture of strategies to motivate and encourage students' enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work;
- Positive acknowledgement of correct/good work;
- Encouraging comments on areas needed to develop.

Training

The Senior Leadership Team will ensure that appropriate training and support is provided to all staff support the implementation of the policy.

Monitoring and Evaluation

The Senior Leadership Team and Directors/ Assistant Directors of Study are responsible for the monitoring of the policy:

- Directors of Study/ Assistant Directors of Study will undertake work scrutiny in their subject, responding to departmental or individual teacher strengths and weaknesses as appropriate, through training and support
- Line managers of departments will oversee departmental work scrutiny, asking pertinent questions to develop departmental actions



Work scrutiny will evaluate effectiveness of assessment and also effectiveness of the setting and setting-up of the assessment opportunity, to ensure that what is being assessed is appropriate and beneficial for the needs of the students. Work scrutiny will, as a basic minimum, have clear and consistent criteria.

Example:

WHAT WE ARE LOOKING FOR:

- Setting of work that contributes to progress (and prepares for GCSE skills – Y9 only)
- Setting of work that is accessible for all students
- Setting of work that is appropriately challenging
- Appropriate literacy expectations
- Evidence of assessment to promote progress – targets, level references etc. OR evidence of its use in class if not assessed by the teacher.

The Senior Leadership Team oversees the above work scrutiny process and produces an action plan prioritising any changes; the SLT are also responsible for ensuring consistent principles across the school.

Review

- The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the marking and assessment policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.
- This policy is reviewed every two years.



Appendix 1:

Possible strategies

These strategies have been successfully used in classrooms:

Marking for Learning (formative marking):

Detailed Focus Marking:

Marking orally with younger students:

- **Read piece of work together with student;**
- **Link praise and development point to learning objective or success criteria and not the activity;**
- **Ask student how piece of work could be improved e.g. ‘How could you make the story flow better?’**
- **Feedback according to the student’s ability.**

Quality feedback through marking:

- **Mark against learning objectives or success criteria;**
- **Link success and improvement to learning objectives or success criteria;**
- **Give all students same number of successes and improvement points;**
- **Mark according to the learner’s ability;**
- **Time must be given to allow students to read through comments and act upon them.**

It is most useful when the learning objectives and success criteria relate to “open” skills/ understanding (e.g. drawing conclusions) rather than “closed” skills (e.g. including speech marks).

Peer and self assessment/feedback:

- **Different coloured trays to put completed work in to show learner’s own perception of understanding – ‘easy work’, ‘not sure I understood’, ‘don’t think I understood’;**
- **Use of thumbs, arrows, smiley faces or traffic lights to indicate understanding or progress;**
- **Learning objectives on sticky labels so students can evaluate and improve their own work against specific criteria;**
- **Students develop own success criteria with which to mark own and peers’ work.**

Targets:

- **Marking using ‘must’, ‘should’, ‘could’ targets or success criteria;**
- **Targets written on bookmarks that can be transferred to different pieces of work;**
- **Targets stuck in book but can be opened up for easy access;**



- **Targets displayed around classroom.**

Marking of learning (summative marking):

- **Grades or numerical scores;**
- **Results from tests;**
- **Ticks (in relevant places, rather than to indicate that work has been read);**
- **Comments based on effort or phrases like 'well done for...';**
- **Signature/initials of marker to show that work has been marked.**

Code marking (may be used for formative or summative marking):

- **Letter or symbols used to indicate type of marking, e.g. literacy codes like sp. for spelling**
- **Different stamps to provide instant feedback**
- **Codes/symbols to be displayed in classroom for use by teachers/support staff, supply teachers, students and for sharing with parents.**



- Appendix 2:

Possible Audit tool

How important/relevant is the statement for your subject/ department?				Providing feedback and marking	How does your current practice match the statement?			
1: essential 2: very important 3: quite important 4: of limited importance					1: mirrors the statement 2: room for minor improvements 3: elements require development 4: requires re-thinking			
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
				All work is marked, used or fed back on-written or verbal				
				Prompt and regular marking/ assessment/ feedback occurs in all classes				
				The marking/ assessment process includes both verbal and written feedback				
				Marking focuses on the learning objectives and success criteria				
				Students are required to and enabled to access and act upon feedback				
				Students are provided with opportunities to assess their own and others' work and to understand why this is valuable				
				Marking/ feedback strategies help students understand what they have achieved and what they need to do next				
				The outcomes of marking, along with other information, are used to adjust future teaching plans				
				Curriculum targets are part of the marking process				
				The policy for marking is reviewed regularly, making sure new members of staff understand it, so that practice can continue to reflect School policy				

Appendix 3:

Work Sampling using OfSTED Judgements

<u>Description</u>	<u>Characteristics</u>	<u>Comments</u>
1 OUTSTANDING	<p>Students' work receives well balanced, diagnostic comments that help them to see how to improve</p> <p>Students are given regular, compulsory opportunities to act upon targets that have been set</p> <p>Students are helped to judge the success of their work and to set targets for their improvement</p>	
2 GOOD	<p>Marking helps students to improve their work and gives teachers detailed information about their knowledge and understanding</p> <p>Students are encouraged to act upon targets that have been set</p> <p>Students are regularly involved in helping to assess their own work</p>	
3 SATISFACTORY	<p>Work is marked regularly</p> <p>Students are aware of the overall quality of what they have done</p> <p>Teachers let students know how well they are doing and use this information to set targets</p>	
4a INADEQUATE	<p>Marking does little to help students improve</p> <p>Targets are set for most students are too easy, too hard or too general</p>	
4b	<p>Students' work is marked infrequently and superficially with little indication of how it could be improved</p> <p>Mistakes in students' work frequently go unchecked</p> <p>Students are given very little idea of how well they are doing</p> <p>Target setting is based on hunches rather than any systematic assessment of students' work</p>	

Appendix 4:

Work Scrutiny Audit Tool

Do teachers assess students' work thoroughly and consistently?		
<ul style="list-style-type: none"> • DEVELOPING • Assessment, including marking, is carried out in accordance with School policy. • Feedback and marking recognises achievement and good effort. • Marking helps students to know what they should do to improve. • Students carry out corrections. • Targets are set according to school policy. These are sometimes referred to in marking and feedback. • Targets are reviewed at least termly and where they have been met new targets are set. 	<ul style="list-style-type: none"> • IMPROVING • The school policy actively guides assessment procedures and is reflected fully in the marking of students' work across the school. • Feedback and marking identifies and recognises specific achievement in the task in relation to learning objectives or targets. • Teachers regularly use formative marking to offer clear advice on how students can improve. • There is good evidence of self and peer assessment so that students consistently carry out corrections and actively try to improve their work. • Targets are set according to School policy. These are frequently referred to in marking and feedback. • Progress against targets is regularly monitored and where these are achieved new targets are set 	<ul style="list-style-type: none"> • SECURE • Teachers use carefully the assessment procedures in the school policy to maximise students' learning potential as reflected in their work. • Feedback and marking includes a range of strategies for acknowledging and rewarding specific achievement, tailored to students' individual needs. • There is regular use of quality next steps marking which clearly shows students how they can improve, in ways accessible to the student. • Students use a wide range of assessment strategies including independent self-correction and peer assessment. They show improvements in response to marking, and in subsequent work demonstrate they have learnt from assessment. • Students' targets are clearly recorded and referred to in marking. Students are actively involved in setting individual or group targets and monitoring their progress towards them. • Students' achievement of their targets is celebrated and new targets are set. • Teachers use work constructively to encourage students to move towards their targets and set challenging goals for students.
Does students' work show care, creativity and thought in its presentation?		



<ul style="list-style-type: none"> • Students take care over the way their work is presented. • Students usually adhere to school policy on presentation e.g. underlining, dating, borders etc. • Students pay due attention to handwriting in most of their written work. 	<ul style="list-style-type: none"> • Students present work in an appropriate way to match the task. • Students adhere to school policy on presentation e.g. underlining, dating, borders etc. • Students produce neat written work to the best of their ability. 	<ul style="list-style-type: none"> • Students show initiative in presenting different work in imaginative ways. • Students consistently adhere to school policy on presentation e.g. underlining, dating, borders etc. • Students consistently produce neat written work to the best of their ability.
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Appendix 5:

Types of marking

Marking for Learning (formative):

When Marking for Learning is used:

- A diagnostic or developmental comment is given;
- Feedback (oral or written) is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of students;
- Provides information for other adults.

Marking of Learning (summative):

When Marking of Learning is used:

- Summative pieces are graded or levelled and feedback relates to this.

Although all work is marked, we use a range of strategies:

- Codes, initials, stickers, smiley faces or stamps are used to indicate focus achieved;
- Peer marking – quality paired marking with response partners;
- Self assessment – traffic lights;
- Verbal feedback – with an initial or tick by teachers/support staff;
- Detailed focus marking – marking to the learning objective.

