



Stockport School

Marking, Feedback & Assessment Policy

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.”

*Eliminating unnecessary workload around marking.
Report of the Independent Teacher Workload Review Group*

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. Marking and feedback need to be meaningful, manageable and motivating.

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 students;
- Help set the next piece of work with other information to adjust future teachings plans;
- Provide a record of a student's progress;
- Help parents understand strengths and areas for improvement in their child's work.

School Expectations

Directors of Study are responsible for developing a departmental marking and feedback policy (using the agreed whole school proforma) that ensures marking is manageable, meaningful and motivating in the context of the particular subject:

- Departments will define what will be assessed and what forms feedback might take for different tasks.
- Directors of Study, in conjunction with Line Managers, are responsible for ensuring consistency of implementation and evaluation of impact.
- Departments may take a different approach to formative and summative assessment.
- The policy should outline when, how and why summative assessment should take place and how this may contribute to whole school assessment point data.
- 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.

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 are 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
- 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 targets that take account of their Student Passports / Learning Plans. 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:
 - What do you think your teacher means when they have put xyz?
 - How will you know if you have done xyz?
 - Why is it important to do xyz?
 - What could help you to be able to do xyz better?
 - Can you show me where you have tried to do xyz?
 - Why does it make your work better when you do xyz?
 - You have tried to do xyz but have found it difficult, so what will your next step be?

School Centred Policies

- 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, meaningful and motivating.
- Marked work should be quickly returned to the student.
- Parents will receive regular updates on their child's progress to enable them to keep track of their child's progress. Parental access to Firefly 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 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 precise 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:

- The School CPD programme is designed to support the development of colleagues to build the expertise to professionally select the most effective feedback strategies for their department. Colleagues will be informed of, and have the opportunity to engage with, best practice, including, research-based strategies, examples of best practice from other schools and sharing best practice within the school.
- 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
- 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.

Reviewed – September 2024

Review Date – September 2026

Appendix 1:

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.

Possible strategies

These strategies have been successfully used in classrooms:

Marking orally with 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.

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.