



Bishop Justus School Policies

Procedure Title:	Feedback and Marking
LT Responsibility:	Assistant Headteacher (Teaching and Learning)
Review Body:	Headteacher
Date:	May 2019
Review:	May 2021

Intent:

Assessment for Learning (AFL) is a process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their knowledge learning, where they need to develop further and how best to get there. At Bishop Justus Church of England School, we recognise that teachers' feedback, the marking of students' attainment and progress and students' assessment of their own attainment and progress are central functions in the learning process. We recognise that effective feedback can have twice the average effect of all other strategies and improve student outcomes rapidly.

Our aims are as follows:

- 1) Establish a consistent approach to the way students are given feedback and work is marked so that students have a clear understanding of how well they are doing and how to make progress.
- 2) To raise achievement by providing students with **prompt, regular diagnostic feedback about their work.**
- 3) To ensure that students are fully engaged in the feedback and marking process.
- 4)

It is recognised that feedback is an ongoing process and that written feedback (marking) is only one form of feedback. Students will be provided with feedback in a variety of ways. These include: verbal feedback on discussion points, verbal feedback on written work, peer assessment, self-assessment, teacher marking of diagnostic tests and books and teacher marking of termly assessments.

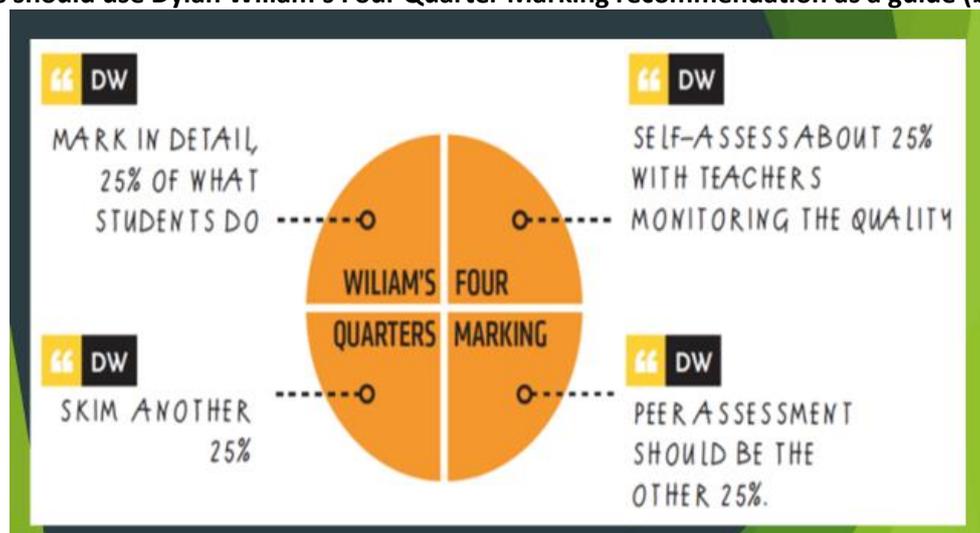
Below is a summary of the difference between feedback and marking:

Feedback	Marking
Assessment for Learning	Assessment of learning
Moves learning forward	Measures of learning
Provokes thinking	Directs thinking
Suggests	Solves
"How could you...?"	"You should..."

Guidelines:

- Feedback and marking should be appropriate to the task set and the student's response to that task. This will vary according to the purpose of the tasks set, which can be either a piece of classwork, homework, quiz or termly assessment. There is no 'one size fits all' model for feedback and how and when students should act upon it **(see Appendix 1)**.
- Planning for a lesson or teaching sequence should consider opportunities for feedback and how and when students should act upon it.
- Much of the feedback offered to students will be verbal, however it should still be precise and informative.
- Written feedback should be offered to students to move their learning forward if it is the most efficient and effective way to address errors and support them in developing sufficient understanding to access the next part of the topic.
- Written feedback should result in more work for students rather than for teachers.
- **Careless mistakes should be marked differently to errors resulting from misunderstanding.** The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Each subject must have a marking policy and should determine the frequency of marking of regular tasks **(See Appendix 2)**.
- Practical, project based subjects need to have regular marking, even if a whole project may extend over a period of time and this must be outlined in departmental policies.
- Marks/ results should be recorded in a mark book and/or diagnostic tracking sheets.
- All departments should follow the whole school approach to literacy marking, using the agreed codes. Teachers are expected to encourage the accurate use of sophisticated vocabulary **(see Appendix 3)**.
- The type and extent of written feedback will vary from subject to subject, **however the approach must be consistent within departments.**
- Departments may have a feedback tracker sheet in books which encourage students to keep a record of the feedback given.

Teachers should use Dylan Wiliam's Four Quarter Marking recommendation as a guide (below)



Implementation:

For each class a teacher takes, students' class work and/or homework should be marked according to the following procedure:

1. Teachers should mark appropriate work using either SIT (Strength, Improvement and Target) comments or using the Whole Class Marking procedure (**see Appendix 3 and Appendix 4**).
2. Students are given the time to act on the feedback.
3. All teachers are expected to be markers of literacy paying close attention to spelling, grammar and punctuation indicating these specific errors to students.
4. All marking by teachers should be completed in purple pen. All student responses should be written in green.

What should a 'typical' Bishop Justus book look like?

- Date.
- Title underlined with a ruler.
- Neat and tidy. Untidy work should be challenged by the teacher.
- Clear demarcation of class-work and homework.
- Work written in pen and drawings in pencil.
- Spellings corrected (**see Appendix 3**)
- Either specific developmental comments, a question or an appropriate WCM code.
- Student response (redraft or improvements in green pen).

Effective use of 'green pen' student response – DIRT (Dedicated Improvement and Reflection Time).

3

Evidence suggests that teachers are more likely to close students' gaps in knowledge when students are given time to reflect and respond to feedback. Therefore, we expect students to do the following:

1. **Reflect critically** – we expect **students to spend approximately twice their time reflecting on their feedback as teachers have devoted to giving it**. This is most effective when done individually in silence.
2. **Develop techniques** – although green pen response time involves independent reflection, teacher guidance is crucial. **Teachers should model and scaffold to exemplify the feedback and put the techniques into practice.**
3. **Improvement** – green pen response time can be used **to redraft and improve work or practice further questions.**

Assessment:

At Bishop Justus Church of England School, we recognise that Subject Leaders, alongside their teams, make a conscious decision about the specific uses of assessment. Teachers must consider the purpose of each assessment whether it is to check knowledge or practice a particular skill (**Appendix 1**).

The assessment process and the data it generates should be **valid** (they measure what they were intended to measure and data produced is appropriate for the interpretations intended to be made from them) and **reliable** (consistent overtime) for the purpose intended: a poor quality assessment may give misleading results and lead to poor quality decisions (**EEF – Whole School Assessment**). At Bishop Justus Church of England School our assessment framework maintains a focus on the use of formative assessment, this is reinforced by the use of summative assessments throughout the year which enable teachers to plan appropriate classroom interventions to move learning forward and allows Subject Leaders and Senior Leaders to monitor and track the achievement and progress of individual students and groups of students across the school.

Assessments will vary according to the key stage.

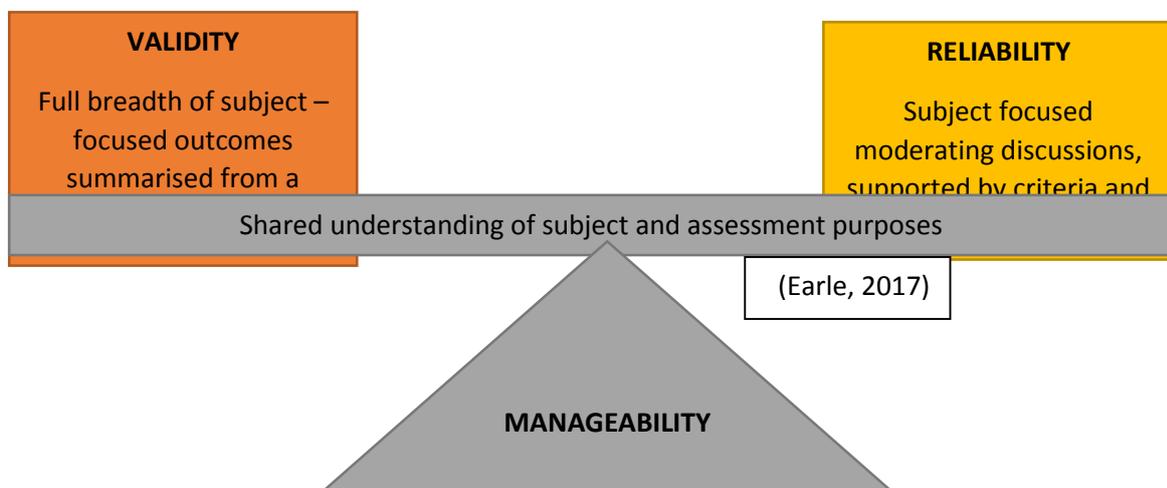
At Key Stage 3, Subject Leaders, along with their teams will decide the most appropriate assessments, taking into account the balancing act of ensuring that assessments are both valid and reliable. At Key Stage 4 and 5, assessments will be informed by the criteria and grade boundaries published by the exam board. These are most effective if used alongside diagnostic trackers and Personalised Learning Checklists (PLCs) which support forensic use of summative assessments to diagnose precise areas for development. The use of low stakes knowledge quizzes will also feature across all of the key stages across the school.

Assessments should be moderated in departments in order to ensure consistency within departments.

Reporting:

Staff will be required to produce summative assessment data periodically as set out in the school's assessment data schedule. Knowledge grades (K1 to K5) will be awarded to years 7, 8, and 9 whereas key stage predictive judgements will be entered for Key Stage 4 and Key Stage 5 students (GCSE, A level and vocational qualifications respectively).

Balancing Validity and Reliability



Appendix 3

Literacy marking codes:

Teachers are selective about which literacy errors to highlight; there should be no more than 3 misspelt words corrected on any page, with a focus on subject specific terms. Up to 3 spelling errors should be re-written out at the bottom of work, for students to copy out. SIT comments should include a comment on accuracy of SPaG.

Teachers and students use the same standard prompts and symbols to correct specific errors in the text as set out below. This will allow for consistency across the school, an improvement in literacy and a greater likelihood that marking will have an impact on student progress. Marking for SPaG uses the following codes:

C	Capital letter mistake
P	Punctuation mistake
Sp	Spelling mistake
//	New paragraph needed
/	New sentence needed
^	Insert word(s)
T	Incorrect tense used
~	Slang/tone inappropriate

SIT marking (Strength, Improvement & Target):

5

When providing feedback on formal assessments and extended pieces of writing the SIT format is used: Strength, Improving, Target. SIT comments should be developed and detailed and in full sentences. Teacher comments are written in purple.

S (Strength) – Always start with a positive comment. This should be a recognition of effort within the piece of work and if an improvement has been made or a previous target met, then this should be commented on.

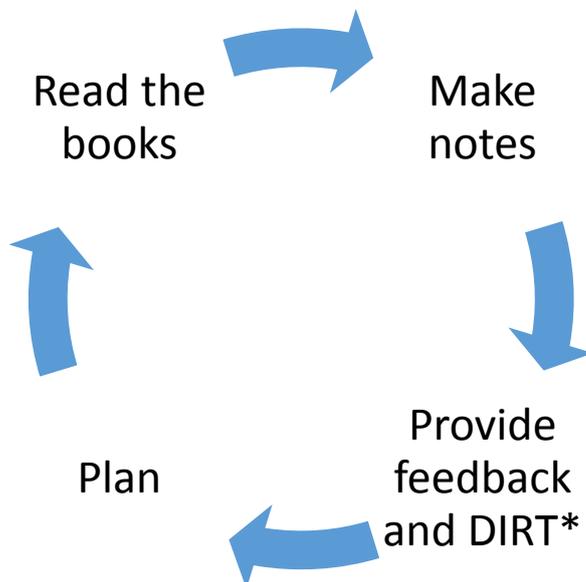
I (Improvement) – This should be a question for the students to answer which is focused upon that piece of work i.e. what do they think they could have done better or a more subject specific question allowing development of knowledge and understanding.

T (Target) – Next steps of progress, clear targets that the student will be able to evidence. Additionally, markschemes for examination questions should be directly referred to or attached to work when appropriate with annotations/highlighting where the students are and where they need to develop; this may not be appropriate in all cases.

Appendix 4

Whole Class Marking:

The whole class feedback approach is one teachers may use in conjunction with the marking policy and is outlined below:



The process involves three steps:

- 1) Planning – teachers plan the activity or piece of work that they wish to mark or assess.
- 2) Recording – teachers take the work in to assess and complete their notes page (see below for examples). This notes page allows teachers to record the progress of individual students and the class as a whole, it may also be submitted as part of the school’s quality assurance processes.
- 3) DIRT – teachers’ feedback to the class giving priority to students making improvements to the work that was submitted.

6

In the feedback teachers can highlight areas of strength, common strands of improvement and showcase exemplary work – it is good practice for teachers to still use the language of strengths, improvements and targets. **Showcasing excellent work from the class is very effective at this stage.**

Students should then be given time to improve or further develop their work; teachers may use this time to speak to any individuals that they identified as needing extra support.

Expectations

If a teacher is using this approach they must inform their Subject Leader that they plan to do so, the Subject Leader must then keep a record of which classes are being marked in this way.

Whole class marking is used under an earned autonomy approach, where book scrutiny and observations show that students are progressing in their work then the method is fine to use.

Where the quality of learning and progress is in doubt it may be the case that teachers will be required to revert to marking in the standard way.

Examples of Teachers notes:
English

Task: LQ: Can I consider feedback and improve my work through DIRT?

Wall of fame:

Good planning: Mia K-T
Precise points: Lorenah, Manuela, Chanel, Mia T, Joel, Jack S, Jack W
Well developed points: Lorenah, Akshay, Jack W, Rio, Tiffany
Accurate techniques: Akshay, Stefan
Links to effect on reader: Carlin
Links to Steinbeck's Big Picture: Carlin, Manuela, Stefan
Vocab: Carlin "portarys", Jack S, Stefan, Jermaine, Halima
Links to context: Carlin, Halima, Jamel, Jack S
Good focus on question: Stefan

Misconceptions for follow up: structure

Targets:
T1: write words in full (no & or abbreviations)
T2: use accurate word choices/connectives (suggests, implies etc)
T3: Name techniques in the quote
T4: Focus on the question
T5: make a link to the context
T6: embed quotations
T7: use capital letters correctly
T8: Do not write PETER in the margin, write in a continuous paragraph
T9: use full stops correctly
T10: use apostrophes correctly

SPAG:
 Patriarchal: Of/have
 Cyclical: Fraternal
 Reason: Insensitive
 Racism: Relaxed
 Nervous: Evidence
 Foreboding: Technique

Geography

Bishop Justus Geography Feedback

POLAROID & CHARACTER HABIT MOMENTS

Class: 10-IG
Date: 27th March 2017
Expected outcomes to be seen:
 • Brandt Line
 • multiplier effect
 • multi-national companies
 • Triangular graphs

DIRT QUESTIONING/ACTIVITIES

Consolidate
 ① - what does the multiplier effect model show us?
 ② - what might an 'informal'...

Common Errors or misconceptions
 Capital letters - Leo
 It's not just cheaper labour that LICs/NICS have to offer MNCs.

Missing/Incomplete work

Deniss - Alaska - Exam question sheet
 Spentest - C.N.P / brand line activity
 Deniss - Arctic h/wk
 Amy - impact apple / foxconn using ① form notes
 James Stone
 Lydiah - improve apple/foxconn using ①
 = brandt line exam question (2-100)
 Hannah Wood - AA / disadvantages of triangular graphs
 Stephanie - Brandt line question (contour map)
 Olivia - improve apple/foxconn using ①
 = adv / disct of triangular graphs
 Betha Hosi - bring back graphs
 Action - exam question using colour map
 Fraser - fault advantages/disadvantages - Triangular graphs
 Nana
 Amy Howard
 Alex
 SPAG
 Freezing

Maths

Maths Marking Sheet Class 10 MA6 Date 10.3.17

Praise:
 Dylan Richards: all correct with workings!
 Hannah Lifalte: using words in explanations!

Questions / skills:

1. Isosceles Δ , angles in Δ
 Florence Beeston David Naomi Molly Elie May Hannah Osa Dylan G Dylan E
2. Angles in Δ , angles on straight line
 Florence Beeston David Naomi Hannah Osa Dylan G Dylan E
3. Angles in Δ , angles on straight line, angles in Δ
 Florence Molly Hannah Osa Dylan E
4. Isosceles Δ , angles in Δ , angles on straight line, angles in Δ
 Florence David Molly Hannah Dylan G Dylan E
5. Angles in Δ , angles on straight line, isosceles Δ
 Florence Beeston Hannah Osa Dylan E
6. Angles at a point, angles on a straight line, angles in Δ
 Beeston Molly Elie May Dylan G Dylan E

Actions:

Missing/Incomplete Work:
 Antony: missing homework

Errors to address:
 Florence: underline answers (G&H)
 Scott: none correct
 Alex: none correct
 Naomi: 1 correct
 Kia: none correct
 Cooper: none correct

Presentation:
 Florence: beautiful layout, workings
 Dylan Gray: no workings at all!
 Molly: beautiful presentation
 Osa: clear workings
 Hannah Lifalte: excellent workings + explanations
 Dylan E: clear workings

D.I.R.T Questions

- 1) Correct / complete missing questions
- 2) Add in workings if you haven't got them.
- 3) Add in one word explanations eg straight line = 180°
- 4) Complete challenge questions from board.

Polaroid Moments:

Appendix 5

Reverse Pyramid - showing the importance of who knows what.



Appendix 6

The Assessment Timescale - a guide on how much time should be spent on teaching, learning, feedback and assessment.

- We expect the data entry and the reporting of that data should take the least amount of time and that the discussions around that data is far more important.
- It should also be noted that data entered should be based on teachers' complete knowledge of students' knowledge and capabilities (formative and summative) and not just the result of one assessment.

