

Marking and Feedback

Maplewell Hall School

A short guide



Last review: September 2020

Induction Statement

The aim of this guide is to ensure that the students at Maplewell Hall School are given the best possible feedback to support them in building their self-esteem, making progress with their learning and developing their resilience, independence and cooperation in lessons and around school. This document should be read in conjunction with our Quality of Education - Teaching, Learning and Assessment Policy.

Marking and Feedback

There is no single correct type of feedback; it will suit the subject and the situation. Good quality feedback also contributes positively to behaviour management, as evidence strongly suggests that it leads to increased motivation and engagement, and is worth the time and effort involved.

Effective feedback will:

- Be based on clear learning intentions - all students need to understand what they are being asked to learn and why. Self-assessment is impossible if students do not know what is expected of them.
- Highlight effort; give praise with a reason
- Show where improvement could take place
- Be given promptly and regularly
- Be an on-going dialogue which leads students to improvement
- Be accessible to each student
- Be used by teachers to plan the next steps of learning and pitch work at appropriate levels for each student

Marking

The marking of students' work is essential for both progress in student learning and effective teaching. All marking should be meaningful, manageable and motivating.

Departments may adapt how they apply the school's marking and feedback guidelines, although minimum expectations must be adhered to (listed below). Departments are actively encouraged to share good practice.

Under the current circumstances, please do not take book home to mark. Book need to be store for 48 before teachers do comprehensive marking.

Ways of providing feedback and marking

- **Marking Sticker** teachers will use it to provide consistency across the school and help focus the on-going written dialogue between teacher and student.
 - Teachers will build time into lessons for students to reflect on and respond to teacher marking and feedback during **directed improvement & reflection time (DIRT)**. The Marking Stickers can be differentiated for varying student needs or subjects and staff may select the adapt them to ensure they are appropriate for their students. Staff are

also encouraged to use a 'Video Learning Journey', for students to reflect on their own learning.

The stickers should be stuck into students' books/assessments/folders when completed.

Marking Sticker – Example

The image shows a marking sticker template. It includes a header with a name field, a star rating section (5 stars), and a 'Next Step' field. Below this is a section for 'Student responses: what will you do to meet these targets?' with a large text area. At the bottom, there is a section for 'What are the most important Essential Skills for this task?' with a row of icons representing different skills: communication, problem-solving, teamwork, and others.

- **Summative assessments marking.**
 - Work should be graded accordingly to Key stage expectation. Work marked under the term 'comprehensive marking' should use the model of WWW (What Went Well) and EBI (Even Better If) or NS (Next Step).
- **Comprehensive marking WWW and EBI/NS**
 - Work marked under the term 'comprehensive marking' should use the model of WWW (What Went Well) and EBI (Even Better If) or NS (Next Step). The WWW comment should include 1 or 2 positive comments about the piece of work worthy of recognition. This should be differentiated and take account of the individual's needs and level of ability when recognising this achievement. EBI/NS following an assessment may be either progressive or reflective. This comment should be presented in a positive tone and manner.
 - No written 'Next Step (NS)/Even Better If (EBI) in KS3 PE, ICT, Performing Arts, Duke of Edinburgh's, except the DIRT sticker.
- **Class acknowledgements**
 - Class acknowledgements can include ticks and short 1 or 2 word comments. Staff should use short, clear, positive advice on how to improve can be included.
- **Verbal feedback**
 - Verbal feedback should be continuous throughout lessons by all adults in the room. The feedback should be positive and informative, but should also provoke thought to encourage students to develop their problem solving skills.
- **Peer Assessment**
 - This type of feedback should form a regular contribution to your lessons. Feedback should be clearly identifiable as self-assessment by the student e.g. using purple pen. Students need to be well trained over time to effectively self-assess. This process will be clearly led by the subject teacher. Please note we are moving away from peer

assessment.

Whenever possible feedback should be linked to the learning objectives.

Grading Work

Key Stage 3	Grading for work should be a percentage of successful curriculum coverage.
Key Stage 4 &5	Any work that is graded should use GCSE grades 1-9 (BDSM) or appropriate subject specific grading (eg: BTEC Level 1).

Teachers Guide

Colour	<p>Where teachers have written comments they should stand out from the students' work e.g. using a GREEN pen.</p> <p>Please note that if a piece of work needs to be submitted for GCSE/ENTRY Level etc. will requires marking in a different colour then this should take priority.</p> <p>Students will use PURPLE pens when using self and peer assessment.</p>
Spelling	<p>Teachers should use the skills code below to identify literacy errors and should use them alongside their marking or when self/peer assessing.</p> <ul style="list-style-type: none"> • Sp Incorrect spelling • P Incorrect or missing punctuation • C Missing or misplaced capital letter • // Incorrect or missing paragraphs • ? Unknown meaning <p>There should be no more than 3 to a page and they should focus on the key words for the lesson if they were mis-spelt.</p>
Punctuation	These should be added in GREEN pen and circled.

Frequency of Feedback

All departments have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Comprehensive Marking	At least once every 3 weeks in core subjects.
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	At least once every 4 weeks in non-core subjects.
DIRT sticker	Once a term in all subjects. Staff are free to use marking stickers in between these sessions.
Summative assessments	At least three summative assessments a year per subject across all year groups in accordance with the department long and medium term planning – one per term.
Class acknowledgements	Most pieces of work should have some form of acknowledgement on them from class discussion and feedback.
Verbal Feedback	This is one of the most important means of communicating feedback at Maplewell and it is given regularly within lessons. All adults in the room should be providing positive feedback with ways forwards/next steps to encourage students to find ways to take responsibility for their learning. This does not have to be recorded but students are expected to act upon the feedback. Verbal feedback should be visible during learning walks and lesson visits, where appropriate.
Peer and Self-Assessment	This should be encouraged as much as possible to support the communication and interaction skills of students.

Minimum expectation

- A consistent symbol is to be used by all departments” WWW, EBI/NS)” to highlight summative and comprehensive marking in learning.
- Teachers must insist on the very highest standards of presentation for students’ written work in books and folders. Individual departments may use professional discretion to address specific needs within their subject area.
- All homework set will be marked. This may be done through teacher assessment, peer assessment, self-assessment or active verbal feedback

Annotation of work

- Where appropriate work should be annotated by staff to indicate the level of direction and support given to the student.

The following coding is sufficient:

- **I** = Independent, student has completed work with no adult support;
- **S** = Some support from an adult given;
- **FS** = Fully Supported, student needs high level of adult support to complete work;
- **SA** = Self-assessment, students will have received guidance regarding how to assess;
- **PA**=Peer assessment.