

**CITY OF ROCHESTER SCHOOL
MARKING AND FEEDBACK POLICY**

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning, and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: February 2020
Date of Next Review: February 2021
Version No. 2
Policy No 12(a):003



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

- 1. Introduction:** OfSTED Outstanding criteria for Quality of Teaching and the Use of Assessment to Support Learning states: *"Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest...Every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects."*

What pupils say about marking and feedback:

- "A bunch of ticks"
 - Lots of red pen that cannot be read
 - The teacher not looking at the work
 - Comments like "good" that have no real meaning
 - Not really understanding why they got a specific level
 - Being rushed or not having any time to talk about their work with their teacher
- 2. Fundamental Principles:** Feedback and marking are important aspects to support a pupil's learning and progression. Teachers spend a large proportion of their time assessing and marking pupils' work; it is therefore essential that comments made are relevant to learning objectives and have substance and direction. The Aims and Purpose of marking are:
- to provide appropriate information for pupils to enable all pupils to progress in their learning and
 - to assess work to inform future planning for achievement of targets for all pupils.

3. Agreed Marking Procedures

3.1. Frequency of marking and feedback, roles and responsibilities:

- Marking of work should take place as soon as possible following completion in order to ensure impact and provide time for the pupil to respond.
- Following completion of the work, the pupil and teacher evaluation template should be stuck into the book and the teacher and pupil should assess the standard of the work using a traffic light system: (FIG 8)
 - Red (Awareness)– the pupil needs to carry out further work until the topic is fully mastered
 - Amber (Participation)– the pupil needs to carry out further work until the topic is mastered
 - Green (Mastered) – the pupil has mastered the topic
- If a red or amber colour has been used by the teacher, this means that against the the teacher needs to explain what the pupil needs to do to further master the



wish symbol,
concept.

- Pupils should mark their own work or their peers in class, this should be checked by the teacher and acknowledged and included in their mark books as appropriate. Evidence of this should be in pupil books at least every 6 weeks/half-termly.
- On FIG 8, the teacher should always write some narrative about the pupil's general progress towards the learning outcomes and the achievement of the success criteria.
- There is an expectation that pupils will respond to marking by improving or repeating work as instructed in the feedback. The first part of your lessons every day should be taken up with pupils revisiting work if they need to. They are to respond to questions designed to extend their learning and set targets for their own improvement; correcting and recording spelling errors as they progress through their work. These activities should be completed in **blue pen (or a different colour if a pupil has an issue with this colour)** to encourage a consistent response. This should be monitored by the class teacher and intervention should take place in conjunction with a member of the SLT (if appropriate) if a pupil presents cause for concern.
- Pupils are expected to peer assess work at least once per half term using the 2 stars and a wish approach
- Pupils are expected to self-assess the achievement of the lesson objective using a traffic light system.
 - Green – fully achieved
 - Amber – partially achieved
 - Red – not achieved
- Use of merits, stampers and stickers can provide positive reinforcement, encouragement and motivation for pupils.
- Pupil feedback if not on the template, should always be in green pen and the two stars and a wish approach should be used
- Feedback from oral or practical work will also be logged in the pupils' books
- Marking and feedback will be subject to regular monitoring by the SLT in accordance with City of Rochester School's Accountability Cycle.

3.2 Tracking of progress, use of levels and grades and target setting: Marking and feedback to pupils should be tracked across the year and key stage/stages to ensure continuity and progression as pupils move from teacher to teacher and key stage. Teacher marking should feed into departmental tracking documents which link to City of Rochester School's progression database and highlight performance and progression.

- Levels and grades should be used half termly for Pupil Progress Meetings, derived from class work information and any formal assessment activities.
- High level targets should be set for each subject– at least one for every half-term using the pupil Individual Learning and Development plan. These plans should be reviewed at the end of every half-term and then the information used to inform the pupil's end of term report.
- Target levels and grades should be discussed and agreed with pupils and referred to in feedback and marking of class work as appropriate.
- Exemplar pieces of work could be available in classrooms to show pupils what to aim for and to help with moderation.

- Self-evaluation and peer evaluation should be used where appropriate with pupils to support progress and identify development needs. Evidence of this should be in each half-termly cycle.

3.3 Quality of feedback: Effective feedback should incorporate; regular, prompt and clear guidance, either spoken or written, clear statements on whether the learning objectives have been met and what part of their work needs to be improved. Comments should include how the pupil is to attain higher grades and levels and curricular targets which are manageable and achievable.

- Encouragement marking should be used. Using praise and identification of positives in work to pupils, followed by a target for improvement. This should take the form of 2 positive comments using a Star symbol to represent a “Strength” together with a “Wish” or “What next” symbol to indicate where the success criteria was not met or a suggestion/question to encourage further thinking.
- Key Stage 4 marking should concentrate on the use of questions to clarify understanding or challenge ideas further, through higher order thinking skills. Effective questioning should be used in response to pupils’ work to prompt reflection and action for improvement.
- Detailed, summative comments related to end of unit or assessment performance should be justified with an example to show how pupils can attain a higher level or grade.
- Oral feedback and modelling could be used to support pupils to make progress and identify next steps in learning.
- In some subject areas the marking is given verbally but is summatively recorded in written form to support this.
- Pupils’ work should be showcased to peers and other staff as appropriate, through class activities, departmental work and display.
- **It is important not to over-mark or over-correct pupils’ work. Some pupils may have problems remembering and addressing multiple points**

Pupils are helped most where the quality of the written or spoken comment on their work gives a clear evaluation and constructive advice that leaves them with action points they are able to work on, in relation to their curricular targets.

3.4 Marking for literacy:

- Marking for literacy is essential for developing communication skills for pupils at City of Rochester School.
- Evidence of marking for literacy should be present in written work. Errors could include; spelling errors, capital letters, grammatical errors, punctuation or a missing word – see the key below
- Marking of spelling should look for errors as mentioned above and identify them by highlighting the word. There should be an expectation for pupils to respond.
- Subject specific vocabulary should be supported in classrooms and expectations from examination boards applied at KS4.
- Formal English and appropriate grammar must be used in all written work and marked as such. The use of different types of writing should be encouraged and common forms and conventions used.
- The use of word walls, writing frames, spelling mats etc should be encouraged and departments should provide support materials for literacy in their subject area as appropriate.

ENGLISH MARKING CODES:		
Code	Meaning	
Green Highlight	Good work	Up to 3 good things will be highlighted
C	Capital letter missing or in wrong place	<p>Up to 3 of these mistakes will be marked in your work.</p> <p>You will need to correct them!</p> <p>The teacher might correct some for you, if you find it particularly tricky.</p>
P	Punctuation missing or in wrong place	
//	Start a new paragraph	
○	Can you think of another word?	
^	A word has been left out or an ending is missing	
~~~~~	This does not make sense	
SP	Spelling error	

The Senior Leadership Team will monitor quality of the marking and feedback together with tracking and progression information regularly as part of the Accountability Cycle and will be carried out prior to the Pupil Progress meetings.

- Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the Head Teacher. The Head Teacher is responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.
- Equality Impact Assessment:** This document forms part of City of Rochester School commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

Awareness, Participation and Mastered Explained

AWARENESS	PARTICIPATION	MASTERED
Have been taught this skill May need to revisit previous learning Be given opportunities to develop and practice skills Show increasing understanding Be at the early stages of acquisition Be supported by an adult if necessary	Frequently be able to apply independently Show a range of evidence from across the curriculum Consistently be able to apply independently	Show further evidence of deep understanding Be able to apply their knowledge across the curriculum without explicit teaching Aspire to take risks and apply their knowledge and understanding

FIG 8 – to be put in the books at the end of the pieces of work

Date: 19.01.18		Independent	Group	Supported
Learning Objective: What characterises a super-hero and/or a super-villain?				
Success Criteria:		Pupil	Teacher	
1. I can use a variety of media to describe the characteristics of a super-hero or super-villain				
2. I can write/create a storyboard outlining a new adventure				
3. I can write for different purposes				
Super-Stretching: I can write a sustained piece of text with appropriate structure, vocabulary and content.				
Lesson Evaluation and Marking:				
				
				
	Next Steps:			
General progress against targets:				