Marking, Feedback and Assessment Policy

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Marking, Feedback and Assessment Mission Statement

"Effective marking is a crucial component of the educational process. At its core, it serves as an interaction between teacher and student, providing a means to acknowledge students' work, evaluate outcomes, and determine the next steps for both teachers and students, all with the main goal of promoting student progress."

Eliminating unnecessary workload around
marking.

At Empowering Futures, we believe that the marking, feedback and assessment of student's work is an integral part of the learning process.

We believe that effective marking and assessment is an essential opportunity for:

- students to know how well they have done, and what they need to do next, in order to make the necessary progress.
- students to take control of their own learning by becoming more resilient.
- students to feel happy about success and development and to build their self- esteem.
- teachers to assess and evaluate student's progress against a specific learning objective and success criteria which are shared with students.
- Tutors to monitor and evaluate the effectiveness of their lessons and teaching styles so that the needs of every student are met.
- Tutors to celebrate, reinforce and challenge.
- parents/carers, through a review of their child's work during review meetings, data inputting and school reports (et al) to be aware of the progress their child has made over time.

Marking and Feedback will be:

- Positive, specific and related to the learning objective / success criteria. Staff and students need to clearly understand the learning objectives and or success criteria.
- Accessible and matched to the needs of the individual
- Supportive of achievement in all its forms
- Designed to help pupils to improve their work
- Used to promote learner confidence

It will:

- Include opportunities to develop peer and self-assessment skills
- Offer support for individual progress
- Inform future planning

What does feedback, marking and assessment look like at Empowering Futures?

Empowering Futures Inclusive Approach to Monitoring and Assessment

All subject specific teaching approaches and target setting is informed by the Individualised Provision Pathway (IPP) created for each student. This IPP outlines in detail how to support the student to be a successful learner, what works and what doesn't work, interest areas and areas in which additional scaffolding may be required.

In addition, the IPP outlines the SEN SMART targets that the student is currently working towards, in priority order. These targets are created in collaboration with the young person, the SENCO and parents/carers and facilitate progress towards the longer-term outcomes outlined within Educational, Health and Care Plans.

Tutors are expected to be familiar with these targets, use them to inform their teaching and assessment and to contribute to review of these targets throughout the academic year.

In this way, each Individualised Provision Pathway is the overarching document that guides the bespoke provision map and trajectory of each student at Empowering Futures.

Dynamic formative assessment

At Empowering Futures we believe in feedback to support meaningful next

steps. This looks like:

- Immediate marking of the work by the Tutor. Students act

  immediately on this during in-class feedback.

- Tutors giving verbal feedback during lessons to small group,

whole class or individuals. Tutors will indicate this in work by a VF on student work.

- Consistent high-quality learning dialogue between Tutor and student during the lesson.
- The Tutor highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class.

Sharing Learning Objectives

Learning objectives will be shared with students in a manner appropriate to their needs. For those students who it is appropriate, objectives may be included on activity sheets or written out in exercise books.

It may also be appropriate to ask the student to relay the objective back to check their understanding of the tasks. It is not expected that learners write the objective out, unless they can do so quickly and neatly. The objectives can be written by the Tutor, teaching assistant or be produced to stick onto work.

Tutors are expected to indicate whether the learning objective has been achieved or not by indicating A (Achieved) or PA (Partially Achieved) by it.

Sharing Success Criteria

Students cannot take more responsibility for their own learning unless they know what they are expected to learn and how they will know that they have been successful. To help: promote effective self-assessment, Tutors need to go beyond simply telling pupils what to do and how to do it (the task or activity). They need to make clear what is to be learned (the learning intention or objective) and how to recognise success (the success

criteria).

Success criteria should:

- Be shared in the most appropriate manner for each student. This may be visual or verbal.
- Use language which is appropriate to the students' level of understanding. This may be supported by sign, gesture or picture symbol as appropriate.
- Be positive and attainable.
- Be reinforced at appropriate times throughout the learning process.

Key marking

Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment lightens the marking load but also enriches the dialogue between Tutor and student about the student's learning.

Tutors should deep feedback a piece of work once a half-term as a minimum.

- Tutors should highlight two **W**hat **W**ent **W**ell points.
- Tutors should also give one **E**ven **B**etter **I**f suggestion. (If your student struggles with EBI – perhaps say I wonder or whatever best suits your learner)
- Students must be given the opportunity to respond to the marking and feedback in order to show understanding of how they can improve their learning through redrafting, corrections, extension work or applying ideas to new situations or problems using a green pen (Green

for Growth).

- After engaging with this feedback, pupils should create their own Pupil Initiated Target, which is reviewed.
- Tutors are responsible for regularly recording marks or comments for students' work on their subject student tracker, to ensure that written evidence is available to inform discussions with students, colleagues and parents/carers about attainment and progress.

Marking Suggestions

The frequency of marking and feedback will depend on the curriculum time allocated to each subject and the frequency of lessons. However, as a general rule Tutors should adhere to the following guidelines:

Marking – every two to four weeks or twice per half-term

Deep feedback - detailed feedback one per half-term

Tracking sheets (if applicable) – each half-term

Marking for literacy

At Empowering Futures we advocate literacy across the curriculum with all Tutors marking to a common framework to ensure consistency. A maximum of 4 errors should be highlighted to ensure pupils remain focused and the feedback will have demonstrable impact. Pupils should engage with literacy feedback in green pen to promote growth in literacy skills.

Teaching staff at Empowering Futures should use the following codes within feedback and marking:

Codes for feedback and marking

Focus on a maximum of 4 errors

A – Learning objective achieved

PA – Learning objective partially achieved

I – Independent work

TS – Teacher supported

✓ - correct answer

• - good try

S – spelling error (do not highlight an error more than once)

O P – punctuation error (Circle the error and write P)

WWW – What Went Well

EBI – Even Better If

PIT – Pupil Identified Target

Baseline assessment

All students are given baseline assessments upon their placement at Empowering Futures in a supportive and inclusive way. The baseline assessment is used in conjunction with the individual EHCP to inform future learning and target setting, which is then incorporated into each student's individual learning programme. Baseline assessments will be completed in readiness for a student's first placement review.

Quality Assurance by Senior Leaders

Senior leaders at Empowering Futures will monitor the work in students' books to check the quality of education and the feedback that is being provided by teaching staff.

- Senior leaders will ask for evidence of work to monitor standards of learning.
- There will be bi-annual reflective discussions with tutors to gain feedback on what is going well and where improvements need to be made.
- There will be discussions with pupils three times per year via Spot-Checks about their learning, which will involve them discussing or showing their work and talking about their experiences.
- The scrutiny of marking and feedback will be carried out at random by senior leaders using the work scrutiny template, which will be a reflection on standards achieved against the planned outcomes,

including monitoring assessment outcomes.

Any member of staff who is not meeting the agreed standards will:

1. Be given a date and support to ensure that they have completed the necessary marking/assessment

2. If this date is not met then an informal support plan could be implemented to ensure that student work is adequately marked/assessed (see appraisal policy, capability policy for more information)

Work Scrutiny Template

Focus	Strengths	Areas for Development	RAG
Is feedback in line with policy?			
Is there evidence of live feedback/marking? Reflection is evident throughout the lesson.			

Is there evidence of self-assessment?			
Is work completed and of a high quality? Is there enough work in work books?			
Is there evidence that students are being challenged to think? Is there evidence of Success Criteria? Are misconceptions being addressed?			
Is there evidence of marking for literacy? Are students responding in green to correct errors?			
How do the books/work compare with other subjects?			