

## Marking and feedback Policy

**Primary person responsible for updates to this policy:** Nigel Walker

**Job title:** Assistant Principal

**Last review date:** August 2021

**Next review date:** August 2022

**Relevant ISI coding (if applicable)**

**Abbey College Manchester marking and feedback policy is based on the principles outlined by the Department for Education Marking Policy Review Group report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation “A Marked Improvement” (2016).**

Effective marking is essential to the progress and attainment of our students. At its heart, it is an interaction between teacher and student:

- a way of acknowledging students’ work,
- checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress.

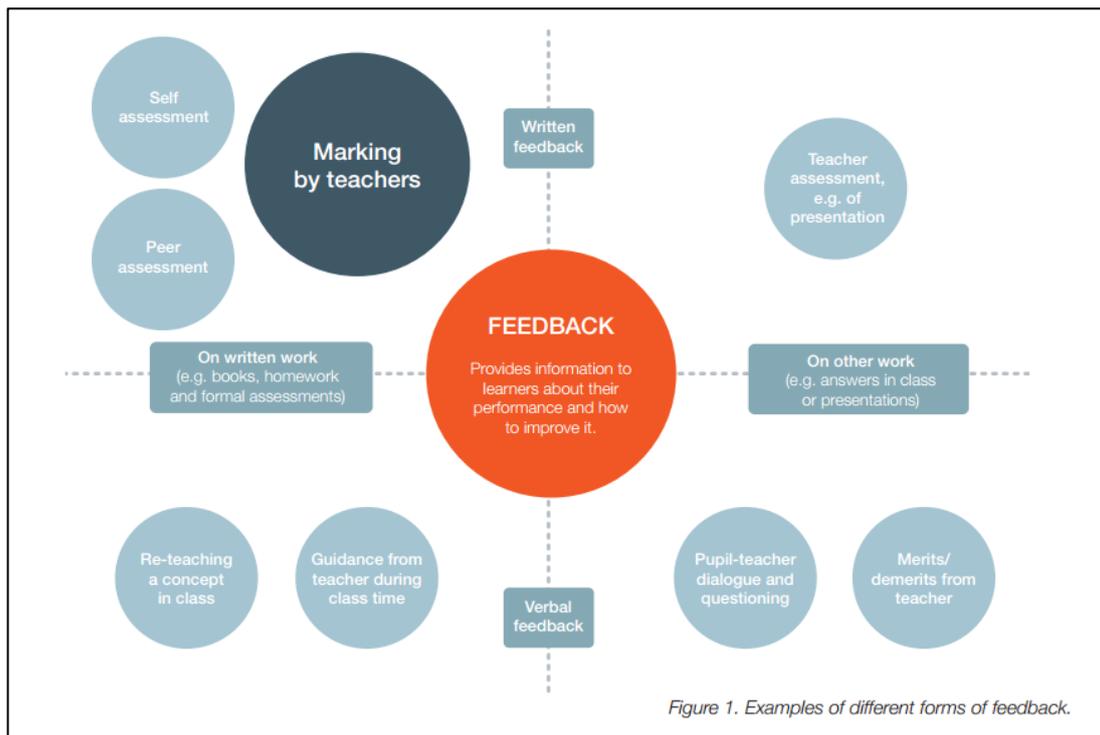
All our students should be able to answer two questions about their learning:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

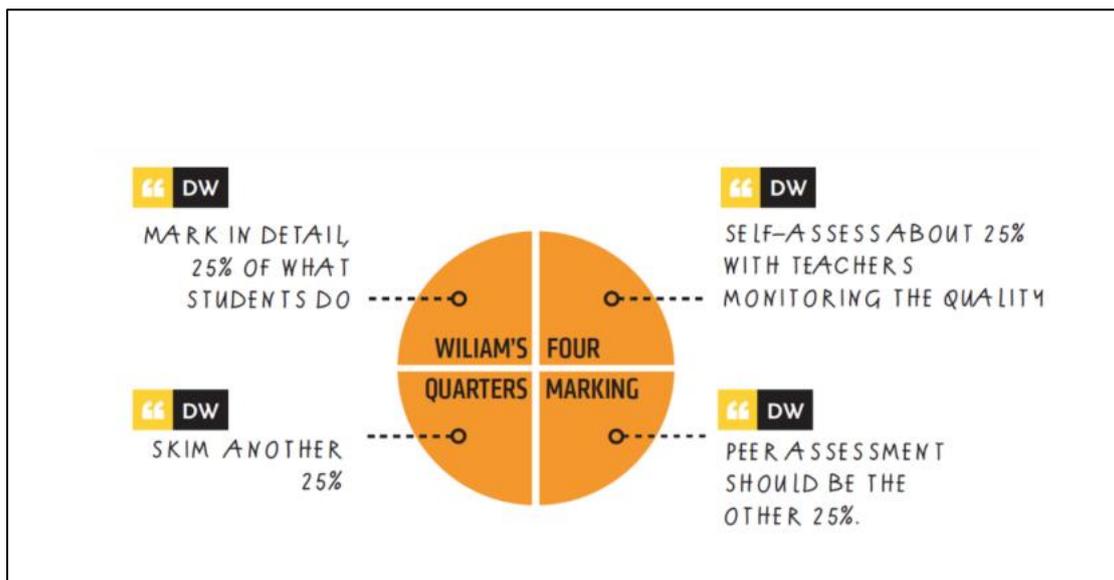
The 3 principles of effective marking are that it should be:

- **Meaningful:** marking varies by subject, programme and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers
- **Motivating:** Marking should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work

We draw a distinction between feedback and marking. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback.



The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking, for example self-assessment, peer feedback, whole-class feedback and comparative judgement. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress. Guidance from the leading expert on assessment, Professor Dylan Wiliam, recommends a balanced diet that he calls ‘four-quarters marking’:



### Summative Assessment

- Each department will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students.
- Teachers will identify and communicate one or more targets with the student, linked with the assessment criteria and focused on achieving the next level. The student will be expected to respond to this target and take account of the feedback in subsequent pieces of work.
- Teachers will take time in lessons to review marked work and allow students time to respond to their targets and reflect on how they can improve their subsequent work.
- Teachers will annotate or correct, in line with literacy and numeracy policies, errors in punctuation, grammar, spelling and number work. The college standard literacy marking symbols will be used. Not every error may be annotated - repetitions of the same error may not be highlighted or teachers may use professional judgement to limit corrections to only the most important errors.
- Assessment criteria will be shared with students - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material. Attainment Grades should be, as far as is possible, in line with levels, descriptors etc used in the public examination.
- Not every piece of work needs to be graded. The research suggests that awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Marking and feedback can be provided to students using either paper-based methods (e.g. exercise books, folders, worksheets, past-papers) or electronic means (e.g. Google Classroom, Google Drive/Mail etc).
- Assessment results will be recorded into SIMs in line with the College assessment calendar. Teachers or departments may also record assessment data in their own planners or electronic tools such as spreadsheets or department-level trackers.
- The emphasis is upon quality rather than quantity - high quality marking will have a positive impact on student progress. Progress over time will be tracked by teachers and shared with students e.g. via paper trackers in books/folders or an electronic equivalent.

### **Formative assessment**

- Is the ongoing process of assessing students and using this knowledge to evolve subsequent lesson design and teaching.
- Feedback may be given to students in writing, orally, using techniques such as stickers or stamps or via other methods such as self or peer assessment.
- There is no expectation that every page or piece of work needs to show teacher marking. The evidence shows that 'acknowledgement marking' is unlikely to enhance pupil progress.
- Notes do not need to be marked, but the Head of Department and/or Director of Faculty will sample student note taking to ensure quality and take appropriate actions if notes have gaps or errors.
- Progress will be celebrated via the college rewards system and this should extend to effort as well as attainment
- Students will be required to take responsibility for their own learning, particularly in editing and drafting skills. Students will be taught and encouraged to check their own work by understanding the success criteria so that they complete work to the highest standard

### ***Departmental Policy***

Heads of Department are responsible for setting their faculty marking policy and ensuring that it is consistently applied across teachers and class groups.

### ***Whole College Marking and feedback Sheet (see end of policy)***

Teachers can use the cover sheet for written feedback on significant pieces of work.

The sample marking sheet contains the elements that are essential to support the college approach to marking and contain criteria (e.g. the green, amber, red system, reference to the use of English) to give cross college consistency.

Departments can adapt the sheet to meet the needs of their subject. The 4Rs should be referred to where appropriate.

**Common marking framework for English**

All teachers to apply the following framework when marking written work:

<b>Mark</b>	<b>Meaning</b>
Squiggly underline; could add the following <i>Gr: grammar</i> <i>Exp: expression</i> <i>Inf: use of informal language</i>	Conceptual problem /Communication problem/Coherence is poor/Grammar is poor
Circle	Technical error – punctuation/tense
Circle and 'S' in the margin	Spelling
R	Repetition (vocabulary or phrases)
/	New sentence
//	New paragraph

Minimum standards for presentation:

- A4 lined paper (unless other format required)
- Paragraphs
- Basic punctuation and capital letters
- Neat handwriting

Mathematical errors

- Circle for missing units
- X if wrong

Abbey College Manchester

Achieving Success Together

---

Department Marking Coversheet

Student:

Teacher:

Date:

Title of work:

---

	Green	Amber	Red	Overall mark/percentage/grade/level
Homework routine				
Quality of homework (rigour)				
Responsibility				

---

Strengths of this piece of work:

Comment on the use of English:

---

Areas for development:

---

Student feedback:

1. Do you understand all the feedback you have been given? Yes/No
  2. What specific actions will you take to improve your next piece of work?
-