

MARKING AND FEEDBACK POLICY

AIM/PURPOSE

Marking is a tool for assessing students' work and providing feedback about their progress. The aim of the policy is to establish a consistent, whole-school approach to the way in which work is marked and feedback is given. Staff should be consistent in their expectations and students should have a clear understanding of the assessment of their work. Effective formative feedback will provide individual students with the guidance they need to make further progress and achieve success, and is one of the most effective strategies for accelerating learning. Good marking explains to students the progress they have made and what they need to do to improve.

GENERAL PRINCIPLES

Marking and feedback takes place;

- To assess the level at which students are working.
- To provide opportunities to give praise and encouragement.
- To motivate students to produce work of a high quality through the setting of challenging, achievable targets.
- To allow students to build a realistic picture of their strengths and the next steps needed to make progress.
- To act as an important tool in the school's use of assessment for learning.
- To monitor the effectiveness of teaching and to aid future planning.

MARKING AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

At Trinity High School, we pursue three types of marking:

- Acknowledgement marking: The teacher always checks that work is being completed, and acknowledges this with a tick, initial or stamp. This might also include verifying peer and self-assessed work. Missing work, or work of a poor quality, will be followed up by the teacher.
- 'Closing the Gap' marking: substantial pieces of work will be marked in more detail, recognising achievement and indicating the next steps needed to make progress – 'closing the gap'. This "assessment for learning" marking should take place approximately once a month as a minimum. We expect students to respond to and act on this feedback as a matter of course, and time is built into lessons to do this.
- Marking for literacy and numeracy; in addition to regular class marking, all staff have a responsibility for promoting and modelling good literacy and numeracy. Where appropriate, staff will use the 'Literacy Marking Code' (appendix) which will also be displayed in classrooms. A limited number of subject specific spellings will be corrected in all subjects. Errors will be circled and the relevant code written in the margin. The marking/feedback should address the half termly literacy and numeracy foci.

Every lesson:	Teachers share learning objectives and tell students how their progress will be assessed. Teachers make success criteria explicit before students start any pieces of work that will be marked in detail. Students are confident that assessment and feedback will be linked to these criteria.
On a regular basis:	Selective self or peer marking will be planned for and encouraged. Students expect verbal feedback from their teacher so that areas of difficulty are addressed promptly. Time is built into lessons so students can act upon verbal and written feedback. Students are encouraged to check their own work for common spelling, punctuation and grammar mistakes, and correct their own work as directed by the teacher. “Literacy” and “Numeracy” student leaders will assist with “peer” marking.
Approximately each month	Teachers use one of the suggested ‘closing the gap’ strategies to mark a significant piece of work in detail. The first section of the following lesson is devoted to students responding to and acting on feedback.
In general:	All work will be acknowledged and substantial pieces of work will be marked in detail. Marking needs to be timely and completed as soon as possible so that advice can be acted upon. ‘Back-dated’ marking does little to help students make progress.

Presentation

Departments can devise specific guidelines for the standard expected in students’ written work; however, the following points will be consistent across the school:

- All work titled, dated and underlined with a ruler.
- Cross out mistakes with one neat line – no correcting fluid.
- Blue or black pen for writing; pencil and coloured pencils for diagrams and illustrations.
- No scribbling, graffiti, etc.

MONITORING AND EVALUATION

This will be carried out by the Leadership Team, at Subject Leader meetings, through general staff involvement and the Governors’ Curriculum Committee. Changes will be ratified by the Full Governing Body.