WHSG Marking and Feedback Policy

Introduction

This policy sits within and supports the WHSG Teaching and Learning Framework: 'Principles of Excellent Teaching and Learning'. In addition it reflects the school's beliefs that marking and feedback are:

- An essential part of teaching and learning
- Powerful tools in the assessment of and for learning

This policy provides a set of principles which subject areas should follow when constructing their own marking and feedback protocols. It will outline what we at WHSG believe to be the most effective and efficient principles of marking and feedback, that are informed by research.

Principles

1. Effective marking and feedback should aim to support the learning process by:

   - Motivating and encouraging students to improve
   - Promoting students' self-evaluation
   - Informing teachers' planning
   - Identifying where students are correct or have met standards
   - Identifying where students have strengths or have excelled
   - Identifying where students make errors, have misconceptions or have weaknesses
   - Providing guidance about how to improve

2. Feedback to students can take many forms including: written feedback, whole-class feedback, oral feedback, student self-review and peer-review. Used appropriately and skillfully these are all valid and effective forms of feedback for students.

3. One element of effective feedback is marking of students' work. To be effective and efficient marking should:

   - Be regular (this may be applied differently to different year groups or at different points in a course)
   - Be timely
   - Be specific
   - Be selective

   It should be kept in mind that the design and implementation of assessments in all their forms play an important role in facilitating effective and efficient marking.

4. There is no expectation that all work is graded. Where work is graded the grades used should be School Grades in KS3, GCSE grades in KS4 and A Level grades in KS5. In KS4 and KS5, the criteria used to apply grades should be the examination criteria for that subject at that level.

5. Marking for spelling, punctuation and grammar should follow the school's Literacy Policy guidelines.

6. Feedback following marking will allow students to reflect and guide them in ways to improve. This could take the form of:

- Dedicated curriculum time to review marking
- Annotated work
- Summary comments
- WWW, EBI, INT (What went well…, Even better if…, I need to…)
- Students correcting, amending or editing work
- Use of exemplars (student or teacher generated)
- Sharing of markschemes and examiners' reports

7. Monitoring, evaluating and developing feedback and marking practice throughout the school will be achieved by:

- Teacher Appraisal
- Lesson observations (by SLT, Heads of Department and peers)
- Work Trawls (by SLT, Heads of Department and peers)
- Departmental Reviews
- Department moderation
- INSET and CPD
- Sharing best practice within departments and between departments

8. As effective marking does not always look the same in different subjects, departments will be expected to write and implement their own Marking and Feedback Protocols within the principles laid out above. By following subject area Marking and Feedback Protocols teachers will meet the relevant teacher standards for appraisal. These protocols will be quality assured by the Directors of Faculty and Deputy Headteacher.

Relevant Teacher Standards

A teacher must:

- *be accountable for pupils' attainment, progress and outcomes*

- *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*

- *guide pupils to reflect on the progress they have made and their emerging needs*

- *make use of formative and summative assessment to secure pupils' progress*

- *use relevant data to monitor progress, set targets, and plan subsequent lessons*

- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

The policy applies to teaching in all Key Stages and to all teaching staff. For review Summer 2019.