Testwood School **Marking and Feedback Policy**	
Key Responsibility area:	TW/SW&C
Last Review:	January 2023
Next Review:	January 2024

Revision History

Version	Date	Amendments	Initials
V1.1	29.01.19	Marking and Feedback Policy replaces the Assessment Policy	JB
V2.0	02.12.20	Review dates updated	JB
V3.0	13.01.21	Appendix 5 added	JB
V4.0	24.09.21	Gender references removed	JB
V5.0	19.01.22	Review dates updated	JB
V5.1	11.01.23	Review dates updated	JB
V5.2	23.03.23	Amendments to subject specific arrangements around coursework.	TW

Rationale

At Testwood we believe that marking and feedback should be meaningful, manageable and motivational.

At Testwood we mark and give feedback on students' work to:

- help students to improve
- check understanding
- check misconceptions/avoid them being reinforced
- evaluate the impact of our teaching and inform our planning for subsequent lessons
- acknowledge effort and improvement
- show students that their work is valued

It is the purpose of this policy to inform teaching staff of the core principles and expectations of assessment at Testwood.

Given differences in pedagogic and curricula approaches that exist between subject areas, it is acknowledged that practice in some subject areas may differ in some respects (see Appendix 1), but all practice should adhere to the fundamental principles and direction of this policy.

Summative and formative assessment

- Summative assessment, produces feedback in the shape of marks, grades or pathways for a student's work.
- Formative assessment, produces feedback which guides students to improve further in the future. The main features of formative assessment are:

- o Sharing the learning objective for the lesson and the criteria by which students will be assessed.
- o Questioning of students to elicit evidence of learning.
- o Feedback to the student should be about the qualities of their work and should offer advice on what they should do to improve. It should not be about the student and should avoid comparisons with other students.
- o Students assessing their own work against criteria and identifying areas for improvement
- o Students assessing each other's work against criteria and identifying areas for improvement.
- o N.B. All types of formative feedback should lead to students being given the opportunity to act on it immediately.

Formative and summative assessment are not mutually exclusive and this policy recognises the place of both in a child's education, although it is hoped that summative assessment is kept to a minimum and that formative is used much more widely as research has shown that formative feedback has a positive impact on student progress, unlike summative feedback and feedback which combines both summative and formative elements.

Overall, it is recommended that summative feedback is kept to a minimum, and that formative feedback is the predominant mode. It is expected that summatively-assessed work is stored with the rest of a students' work so that it is accessible to them.

Procedures

- Marking should focus on key pieces of work such as those identified in subject Schemes of Work
- Overall, students' work should be marked at least every 6 lessons, or every three weeks, whichever is the longer.
- Teachers should write in purple pen.
- Feedback should use WWW (what went well) and EBI (Even better if) to structure the feedback. EBIs should be subject-specific and help students to move forward. e.g. "WWW: Your conclusion was very good because you drew together all the parts of your answer and answered the question directly". "EBI: you could improve the structure of your paragraphs by making use of topic sentences in every paragraph. Please write topic sentences for the paragraphs I have labelled"
- Each piece of feedback should be responded to by the student in green pen and marked as SR (student response)
- Students should be assessed at least once per term using pathways criteria at KS3 and GCSE (or equivalent) criteria at KS4.
- Students' work should also be marked for literacy and numeracy (see Appendices 2 and 3)
- Student friendly specifications/tracking documents to be displayed in student books or folders
- All marking must be dated and initialled by the member of staff.

Marking and feedback techniques

Teachers can make use of the following methods of marking and feedback according to their judgement:
- Target only a key piece of work for marking and feedback (Teachers are not expected to mark every piece of work.)
- Live marking

- Highlight marking (green for excellent work, pink for areas to develop)
- Grid marking (highlighting of WWW and EBI statement banks)
- Peer and self-assessment using green pens (to include a WWW/EBI/SR)
- Exam analysis and response sheets. To be stored in exercise books or folders.
- On-screen marking (to include a WWW/EBI/SR)

This policy was approved by the Board of Trustees and will be reviewed annually.

Date Policy agreed: January 2023

Date of next review: January 2024

Signature of Chair of Trustees:

Date:

Appendix 1

Although the whole school will adhere to the guidance explored in the section above, it is recognised there are some variances in marking techniques from subject to subject. Those subject-based adjustments are outlined here in this appendix.

Maths

> Maths will follow the marking policy as above with the exception of;
>
> - Overall, students' work should be marked at least every 6 lessons.

Science

> Science & Technology will adhere to the marking policy as shown above.

Business Studies

> Feedback on unit assignments must be within the exam board guidance and care must be taken not to provide too much direction or guidance to students in the production of their work.
>
> Other work should be marked in accordance with the school policy.

Computing & ICT

> Feedback on unit assignments must be within the exam board guidance and care must be taken not to provide too much direction or guidance to students in the production of their work.
>
> Other work should be marked in accordance with the school policy.

Creative Media (ICT)

> Feedback on unit assignments must be within the exam board guidance and care must be taken not to provide too much direction or guidance to students in the production of their work.
>
> Other work should be marked in accordance with the school policy.

Performing Arts

> **Drama: KS3 Drama-** Pathway descriptors for each key assessment are displayed on the PowerPoint during the lessons for pupils to use in order to develop their

work.

Student booklets are kept by the teacher and used every new term to update Drama practical work assessment grids by the teacher. Written self and peer assessments will be carried out three times over the academic year using the WWW/EBI method.

GCSE Drama- Pupils receive regular feedback sheets after Performance is assessed practically. After summative performance assessments GCSE criteria that is met is detailed and a grade awarded according to Grade 1-9.

Pupils carry out half termly Written Exam preparation in both lessons and Homework tasks in order to accurately assess their development in this aspect of the course. This will be marked using WWW and EBI and students will reflect in green pen. Written examination is worth 40% of overall grade.

Music: *KS3* (Year 7-8) Success Criteria will be based on 1-5 with 5 being outstanding and 1 below expectation which will be introduced in lessons. After each half-term students will be given a Feedback Sheet with a WWW and EBI. Students will write up their reflections using green pens.

KS4: Feedback given to Year 9-11 will be based on the specific specification they are studying and will conform with the whole school assessment policy.

Art

AQA GCSE Art and Design Assessment Objectives are used as the main areas of marking for both KS3 and KS4. Using the same criteria for the 4 main areas of assessment helps students with the transition between KS3 to GCSE.

All Art and Photography teaching relies heavily on direct verbal formative feedback for students to use immediately to improve their work. When verbal feedback has been given - the teacher will mark the book with a V and students respond to the verbal feedback by writing what they will do to improve after reflecting on the teacher verbal comment.

In KS3, end of project Summative Assessment forms are created with comments for each of the 4 assessment criteria's and targets for each of these assessment areas. They are also given their threshold for each area and an overall project threshold. Students reflect and self-evaluate their progress.

in KS4, end of project Summative Assessment forms directly link to the AQA criteria. Each assessment area is given a mark out of 24 (96 in total) and an estimated 1 - 9 grade given. Students have the opportunity to improve completed projects before submitting their work for the GCSE.

BTEC and Cambridge National Subjects

Departments will follow the guidelines issued by Pearson and OCR when marking learners' work. Further information can be found in the BTEC folder in Staff Resources or on the website for each exam board.

Core PE

Pupils are to be assessed during and after every module of work (sporting activity). They are marked using individual sporting activity pathways, which can be found in the PE folder in Staff Resources. Pupils will have individual pathways for each sport. Once a pupil has achieved the same pathway in two or more sporting activities, they have attained that pathway. There is opportunity for pupils to go beyond their target pathway.

Appendix 2 Marking for Literacy

Code	Meaning
Sp	Spelling error
P	Incorrect punctuation
Cap	Missing or incorrect use of capital letter
//	Paragraph needed
Wwc	Wrong word choice
SPGT	Spelling and grammar target

Appendix 3 Marking for Numeracy

General:

1. Encourage all students to perform simple calculations in their head rather than rely on the use of calculators. (e.g. 17 + 65 = 82 should be done using mental arithmetic adding the tens and units, rounding first.)

2. Encourage students to write up the method they have used, detailing each step in a calculation, before stating an answer.

3. Give students time and opportunity to work out answers by themselves. Do not be tempted to give them the answer; instead suggest a strategy. (e.g. What is 9 x 6? Suggest the student finds one of the 9 times table they do know [9 x 5?] and work from there)

4. To increase the number of students who bring the correct equipment to school, encourage students to use a proper ruler rather than just a straight edge
(e.g. side of planner)

Number:
5. The correct units should always be shown on any measurement specific for subjects. (e.g. Use millimetres in engineering or inches for USA patterns)

6. Always write probability as a fraction/decimal or percentage, never a ratio.

7. Avoid telling student to "add a zero" when multiplying by 10. It doesn't work for decimals.

8. Reinforce the idea that multiplication does not always make a number bigger. If it is a decimal or fraction less than 1 the answer will be smaller. The inverse is true for division.

9. Always work out Brackets first and then calculate Powers, followed by Multiplication & Division (left to right) and finally Addition and Subtraction (left to right).
So 4 + 6 x 2 = 16 (not 20)

Graphs:
10. All graphs should have a title and both axes should be labelled. Check each axis is marked with the correct unit and in equal steps, especially around the origin.

11. Encourage the students to check the scale of every diagram. They should not assume that it is measured in single units. Each axis could be different on a graph.

12. A scatter graphs will never have a line joining all the points. A line of best fit can be used [a straight line drawn roughly through the middle of all the points].

Appendix 4 Common standards of presentation

1. Ordinarily, students to write in blue or black ink but to use green when responding to feedback.

2. Ordinarily, drawings and constructions to be in pencil

3. Graphs to be drawn in pencil but headings to be in pen

4. Tables should also be drawn with pencil and ruler

5. All work must have a Learning Objective (LO). This should be underlined.

6. An additional title is optional

7. The date should be written in words (e.g. Monday 10th September, 2018) on the right-hand side and must be underlined

8. In electronic documents the LO and the date should be included in the header

9. Work should be free from graffiti and doodles

Appendix 5 to the Marking and Feedback Policy: Remote Learning

In the current circumstances it can be argued that our marking and feedback is even more crucial in its role in ensuring students make progress. Without face to face contact, it is even harder for teachers to gauge the progress students are making. The Testwood marking policy still applies to work set on Google Classroom. We should still be aiming for our feedback to be meaningful, manageable and motivational.

At Testwood we mark and give feedback on students' work to:

- help students to improve
- check understanding
- check misconceptions/avoid them being reinforced
- evaluate the impact of our teaching and inform our planning for subsequent lessons
- acknowledge effort and improvement
- show students that their work is valued

Please continue to follow these principles:

- Overall, students' work should be marked at least every 6 lessons, or every three weeks, whichever is the longer.
- Teachers should write comments on work in purple.
- Feedback should use WWW (what went well) and EBI (Even better if) to structure the feedback. EBIs should be subject-specific and help students to move forward. e.g. "WWW: Your conclusion was very good because you drew together all the parts of your answer and answered the question directly". "EBI: you could improve the structure of your paragraphs by making use of topic sentences in every paragraph. Please write topic sentences for the paragraphs I have labelled"
- Each piece of feedback should be responded to by the student in green
- Students' work should also be marked for literacy and numeracy

Best Practice:

Exam Questions/Key assessments:

When students have answered an exam question, they will usually need feedback on their work. Usually this will come in the form of summative assessment, a grade or score, and needs to include formative assessment. They need to know how they can improve this work. Not all exam questions have to be marked this way but usually this would be good practice.
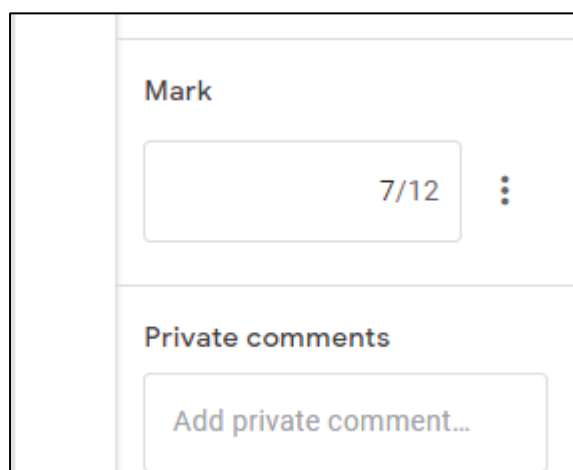
Please see the examples below:

In conclusion I believe that I disagree that the road development should go ahead. This is because I don't think it will be good for the rainforest and that the roads could lead to bigger/larger problems that the government can't fix or the recovery would take too long. I believe that the main reason i don't think the roads should be carried on is because if there are too many people using the roads there will be more pollution and global warming will rise even more.

Exam question 5/9 SPAG - 2/3
WWW - A promising answer Charlie - well structured with some good points
EBI - In order to improve and achieve a higher mark, you need to add more specific information from the booklet. For example, what change has there been in the deforestation rates in Peru and why is this such a worrying statistic?

A change that has been caused would be with every new road that is being built a band of land for approximately 10km will be lost. This is a worrying statistic because the rainforest would be being cut down faster and the carbon rates will still be rising.

Mark

7/12 ⋮

Private comments

Add private comment...

The teacher has also used the 'Mark' feature to indicate the grade for this question. When this work is 'returned' to a student they will be informed of this summative grade. When they look at the work they will see the formative feedback in purple font.

In this example the member of staff has used the editing feature on Google Classroom to allow them to write on the student's work. It is important to write in purple font, as you would in their books. This clearly identifies your feedback to a student and keeps the feedback process similar to it would be in their books.

Responding to Feedback:

In order to get students to reflect on their learning and respond to your valuable feedback. It is useful to set this as a specific assignment. Simply marking the work and returning it to a student does not mean they will look back at the feedback you have given. If it is separate task in a later assignment, then students are more likely to act on the feedback and therefore make progress. Encourage students to complete their feedback in green font, this will allow you to easily identify their improvements.

Please see example below:

14a - Feedback and Improvement - Wednesday 20th May

N Gilbert   20 May

In today's lesson you are going to spend some time looking back at the lessons you have completed this term. You will look back at 2 pieces of work I have marked and returned to you. I would like you to act on the feedback I have given.

The 2 pieces of work you will be looking back at are:
1. 6. Terror or Propaganda - Exam Question (set on 29 April)
2. 9. How did Hitler consolidate power, 1933 - 1934 - Exam Question (set on 6 May)

Task 1:
Please look at the WWW and EBI and then answer the questions I have written. Use a a green font so I can easily identify your improvements. Please hand in your work again so I can have a look at your improvements.

Effort grading:

Giving students an effort grade could help to engage students. It is a simple way to allow students to know that their work has been looked at and acknowledged that they have completed the task. Not all work is going to be given full feedback, as per the marking policy, however, this is a quick way to show students you are recognising their effort in a challenging situation.
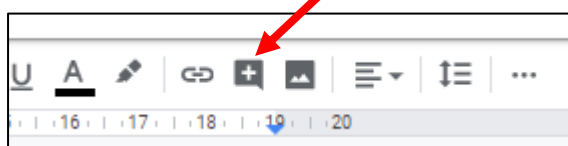
Mark

9/10

Private comments

Add private comment...

Comments to improve:

Although a piece of work may not be a key assessment or exam question it may still be appropriate to give feedback. It may still be useful to highlight errors and suggest ways to improve their learning.
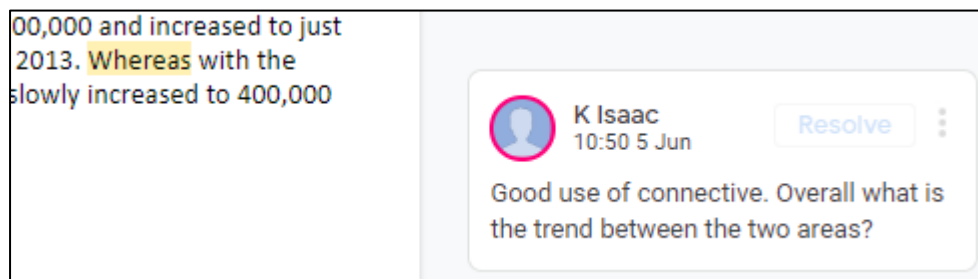

These comments can be added by using the 'add comment' function. Simply click on the icon highlighted below:

SPaG marking:

It is important that we continue to highlight spelling, punctuation and grammar errors. I would suggest the 'add comment' feature (see instruction above) in Google Classroom is used to highlight SPaG errors. Use the same coding as you would in their books:
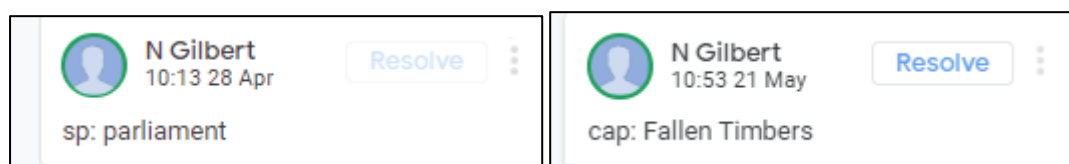
Code	Meaning
Sp	Spelling error
P	Incorrect punctuation
Cap	Missing or incorrect use of capital letter
//	Paragraph needed
Wwc	Wrong word choice
SPGT	Spelling, punctuation or grammar target being set