Teaching and Learning @ Hyde

Marking and Feedback Policy 2016

Formative and summative feedback is an integral part of ensuring that all students can achieve their potential by developing their knowledge, understanding and skills. Students are entitled to regular feedback that acknowledges their effort and clearly shows how they can make progress.

Effective	Not Effective
• Specific positives (WWW) that focus on knowledge, understanding and skills. • Clear guidance on how to improve (EBI) that focus on knowledge, understanding and skills. • Provide sufficient opportunities for students to act upon and respond to feedback. • Use of presentation codes with pupil response/ improvement. • Use of literacy codes with pupil response/ corrections. • Feedback supports progress. • Feedback is easy for pupils to understand and act upon. • Student improvements/corrections are easy to identify. • Self/peer assessments refer to specific criteria. • In longer term projects/practical work, progress needs to be acknowledged regularly. • Marking should take place at appropriate intervals to check on and promote progress over time rather than just at infrequent one-off assessment points. • Formal assessments must be provided by the teacher so that students are receiving formative, personalised feedback which leads to progress.	• Don't mark work that is copied down – you may need to cast your eye over it to ensure accuracy. • Don't try to mark everything. • Don't tick and flick, if you don't need to read it, leave it blank. • Avoid using only non-specific congratulatory marking as a means of providing feedback.

Further Notes

If departments are completing one formal assessment per half term, systems need to be in place to ensure progress over time is acknowledged and it is not just a one off assessment (use of self/peer assessment, spot marking, verbal feedback, presentation & literacy codes).

Effective practice needs consistency with implementation of the M&F policy; this new policy allows flexibility to cater for all different subjects and key stages, however each department's policy must be implemented consistently across all staff in that department and rigorously monitored at departmental level.

Please note: student books belong to students, not the class teacher. Any student books may be looked at during lesson observations, learning walks and pupil voice activities.

Department Policies:

Each department's policy should interpret the school policy to match the requirements of your subject area and the relevant knowledge, understanding and skills.

Guidance should be given relating to:

- o Formal assessments – frequency and how they will be assessed.
- o Marking to inform planning and to check progress – expectations within the department
- o What are the departmental expectations relating to separate note taking books, homework / assessment & marking books.
- o Nature of work – practical/project work etc. – how will these be assessed and how often?

Workload must be considered throughout.

Once the departmental policy has been finalised, it should be adhered to consistently across the department and inconsistencies should be addressed.

Monitoring of M&F (all departments)

Approximately once each half term, and no less than 5 times a year, a departmental meeting must be committed to monitoring of M&F

SL must identify a year group and request all books to be brought to the meeting that night.

All members of the department should have the opportunity to look at all books and to discuss M&F

Leaders within the department should then consider an appropriate sample of work to consider whether M&F is in line with departmental guidelines and to compile a list of good practice seen, inconsistencies and points for development. This list should be shared with the department in a timely manner and copied to the department's SLT link and KLG/CBR.

SLs will acknowledge individuals' good practice and will support colleagues as necessary to ensure that M&F is consistently effective across the department. Advice and/or support can be requested from the T& L team at any point.

Members of the T&L team will monitor and evaluate this system to ensure consistency across the school.

In the event of ineffective practice:

SL or delegated member of the department should discuss concerns with the member of staff and ensure that expectations are clear and that examples of good practice are available.

Targets should be set with appropriate time scales and inform KLG & CBR of names and targets.

SL or delegated member of the department will review the individual's practice across a selection of classes.

If practice has improved, arrange a 2nd review to support maintenance of effective practice.

If practice is still not yet effective, repeat the steps above and refer on to KLG & CBR as necessary to ensure improvement.

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