



MARKING AND FEEDBACK POLICY

This policy will be kept up to date and will be reviewed once per year as part of the company's Quality Assurance arrangements.

Review Period
1 Year

Approved by
Directors/Governors

Review Carried Out By
Quality Team

Date of Approval
August 2019

Marking & Feedback Policy

Introduction

Orion is committed to providing students with effective feedback to enable them to understand their progress and achievement and inform them of what they need to do next to improve. Marking and feedback will be applied consistently throughout Orion so that all students are provided with constructive steps to ensure progress and help them to focus on success and improvement needs against specific learning intentions and success criteria; providing them with the necessary skills to become confident and reflective learners.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to students regarding their work in order to maximise progress and support students in becoming effective learners.

As effective marking and feedback is integral to good teaching and learning, Orion will support students to be actively involved in understanding how they are making progress, helping to embed learning swiftly and enable accelerated learning.

Effective marking and feedback at Orion aims to:

- Inform every student what they have done well and what they need to do to improve.
- Support student's confidence and self-esteem in learning, and contribute to accelerated learning.
- Support teacher's assessment knowledge of each student as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the company to teach students to respond to feedback, self-assess and evaluate their own learning.

Feedback must answer three major questions asked by a teacher and/or by a student:

- 1: Where am I going? - What are the goals?
- 2: How am I doing? - What progress is being made toward the goal?
- 3: Where to next? - What activities need to be undertaken to make better progress?

Marking and Feedback Strategy

At Orion we have four types of marking and feedback that occur during teaching and learning:

Verbal Feedback

Verbal feedback is a valuable form of feedback as it prompts deeper thinking, and swiftly addresses misconceptions during lessons. Verbal feedback can occur through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson dialogue as work progresses towards the learning intentions/success criteria.

'Light' Acknowledgement Marking

Light touch/"tick and flick"/checking marking, acknowledges attainment and/or progress, success and/or completion of students' work. It supports the giving of more detailed developmental feedback at key points in the learning process.

Teachers/tutors will acknowledge work variously through the use of an effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment based comments. Work could also be acknowledged using a stamp to show that it has been checked for completion and correctness.

Developmental Marking

Research has shown that grades/scores or grades/scores and a comment do not raise standards. Developmental comments raise standards as they help students to understand the main purposes of their learning and thereby grasp what they need to do to improve. However on some key pieces of work it will be necessary to provide a level/grade e.g. summative assessment.

'Two Strengths and What Next' Developmental Marking Framework

Developmental marking should use the "two strengths and what next" framework which should be laid out at the end of the piece of work as follows:

S - "Strength" - positive comment which relates to the learning objectives /success criteria

S - "Strength" - second positive comment which relates to the learning objective / success criteria

W - "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking.

The strengths and next steps should relate to the success criteria set for the piece of work given.

Peer and Self Assessment

Students should be trained to use the Strength, Strength and What next (SSW) system against clear and agreed success criteria. Opportunities should be built into the scheme of work to allow for peer and self assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there.

Formative and Summative Marking and Feedback

Developmental marking, 'Light' acknowledgement marking and peer/self marking are examples of formative marking. They inform the teacher and student of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging student attainment and therefore progress made at a give in point in time.

Tracking and Monitoring Student Progress

All students will have a tracking sheet (Excel Spreadsheet) where progress towards their targets is monitored throughout the term. Students will have access to this and will be involved in tracking and monitoring their progress. It is the responsibility of the teacher to update the student tracking sheet weekly.

Procedures for Marking

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand
- The marking code is to be followed in all cases. (Appendix 1)
- The marking code should be accessible to all students in the learning environment

All students' work is to be at least 'light' marked.

At least 1 piece of work per student should be developmentally marked in depth per week.

In developmental marking:

- Success will be identified in green highlighter. The corresponding comment will also be highlighted green.
- Improvement will be identified in pink highlighter. The corresponding comment will also be highlighted pink
- Feedback comments must be constructed to require a response by students, at an appropriate level of challenge, and such tasks must be completed by students.

- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development (ability/level) of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

Self-Assessment

Students will traffic light their work against their learning objective accordingly:

Red: "I find this difficult"

Amber: "I can do this but need more help to feel confident"

Green: "I can understand and do this and it shows in my work"

Peer Assessment

Where peer assessment has been appropriately introduced, students will identify one positive aspect of work and suggest one area for improvement and use the code WWW – 'What Went Well' and EBI – 'Even Better If'. This can be done in any colour but not green or purple and the peer assessor's initials must be also left.

Responding to Comments

Student response to comments should be made in **purple** – so that it is clear they have been completed. Response should be made as soon as reasonably possible in order to support students effectively.

Summary of Marking Procedures

<p>Tutor Marking</p> <p>Green Pen – marking and comments Green Highlighter – success Pink Highlighter – Improvement or extension</p> <p>SSW - Identify 1st Strength, 2nd Strength and What next? for developmental marking.</p>	<p>Student Response</p> <p>Purple Pen</p>
<p>Peer Assessment</p> <p>Any colour pen other than green or purple.</p> <p>WWW - What Went Well - identify 1 positive</p> <p>EBI - Even Better If - identify 1 area to improve</p>	<p>Student Self Assessment</p> <p>Red: "I find this difficult"</p> <p>Amber: "I can do this but need more help to feel confident"</p> <p>Green: "I can understand and do this and it shows in my work"</p>

5: Procedures in Detail

The Frequency of Developmental Marking

- All students' work is to be at least light marked
- No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in students' books. This may be in the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of students' learning.
- All students should have at least one piece of work marked developmentally by their teacher per week.
- This Marking will demand an effective response from the student and time should be allocated by the teacher for an appropriate and meaningful response to be made each week.

Giving Effective Feedback to Students.

Effective marking is a key tool in providing feedback to students in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers/tutors to refine and hone planning when teaching students so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

- *Specific Achievement feedback* identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / student self-assessment made by traffic light or individual targets set for the individual.
- *Specific Improvement feedback* identifies where mistakes or misconceptions lie and how work can be improved.
- *Specific Extension feedback* identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- Be positive, specifically identifying what has been done well.
(Success - highlighted green)
- Identify an area for specific improvement followed up with an improvement task
(Improvement - highlighted pink)

Or

- Identify a specific area for deeper investigation/ extension of understanding
(Extension - highlighted pink)

Well-constructed feedback tasks prompt effective response from students so to improve quality of work or reinforce learning. They should maintain challenge for individual students, yet be easily executed and brief in nature, enabling students to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers/tutors/tutors need to consider:

- Does feedback inform the student what they have done well and what they need to do to improve?
- Relate to planned learning objectives and success criteria?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?

Student Response to Feedback

Work that is marked developmentally requires a response from the student.

Students are to initial all comments made by a teacher However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Students need time to develop this skill throughout the year.

In each class effective time must be given to teaching students to respond to tasks swiftly. Most students should be able to locate; access and execute simple response tasks independently. They should know what they are doing to improve their learning. Students with SEN will need support to do this.

Likewise tasks must be effective in improving work, yet brief in execution.

For students in with EHCP's, communication of the feedback will be augmented by adults, until developmentally students are able to access this independently

Acknowledgement of Response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the student through mentoring support or another medium than feedback and response.

Policy Responsibilities

- It is the responsibility of the Head of School and Governors to implement this policy consistency across the company and monitor the impact it has upon progress.
- It is the responsibility of all teaching staff to ensure that this policy is consistently carried out, including enabling students to respond to feedback tasks.
- It is the responsibility of all staff working with students to ensure the marking code is consistently adhered to.

Special Educational Needs and Inclusion

Effective feedback and marking must be accessible to all students and will reflect their individual needs and abilities. This may mean writing comments for specific students in an accessible colour, support may be needed to help students to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a student's Individual Learning Plan.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny and will be monitored company consistency and evaluated for impact on student outcomes.

Appendix 1: Marking Code

Highlighted	Work has met the success criteria/learning intention.
Highlighted	Work still needs to be developed or improved.
✓	Correct
✓✓	Excellent point
_____?	This does not make sense.
SP	Spelling- spelling of the word isn't accurate.
P	Punctuation- Punctuation is incorrect or needs to be used.
GR	Grammar error.
^	Missing word.
C	Capital letter.
PP	Poor presentation- layout of work needs to be clear and neat.
//	New paragraph- the beginning of a new paragraph is required.
VF	Verbal feedback