



Marking and Feedback Policy – 2019

Aims

- To provide clear guidelines on the OSCA's approach to marking and feedback
- To establish a coherent approach to marking and feedback
- To provide a system that is clear to students, staff, parents and other stakeholders
- To monitor, support and record students' progress effectively and consistently

Introduction:

Work in students' classwork provides the clearest, and most accessible, evidence of progress over time; as well as the expectations of the teacher and academy.

It is vital that students' books/folders are seen as more than just a record of work completed but demonstrate the progress a student has made in their understanding and skills. It will also demonstrate how the student has been challenged and developed by the teacher, through the work set and feedback given.

Marking students' books is a part of our professional duty. Routinely reading, checking and monitoring students' books connects us to their learning and helps to ensure they care about the work they produce.

All books/folders should display the student's target grade and current DC on the cover (internal/external) so students' have a clear understanding of the goal they are working towards.

The ultimate goal for monitoring student progress is to ensure that all students are successful in attaining their targets against national estimated attainment 8 targets, which can vary from year to year. Teachers need to teach and assess the knowledge, understanding and skills they are responsible for teaching on an ongoing basis; so that both the student and the teacher will know where the students are at any given time in relationship to the grade criteria/description.

We also need to guarantee that a students' progress is assessed in a variety of ways, regularly. In order to make sure work is assessed regularly we need to have a system that is fair and consistent across curriculum areas, faculties and the whole academy.

Marking and Feedback:

| Marking is: | Feedback is: |
|-------------------------------|--------------------------------|
| Assessment <i>of</i> learning | Assessment <i>for</i> learning |
| Directs thinking/solves | Provokes thinking/suggests |
| 'you should' | 'How could you..?' |

Research suggests good feedback should:

- *Result in more work for students than it does for teachers*
- *Should have impact – so provide hints/clues but make the students 'work for the answer'*
- *Written feedback should be given sparingly so it is meaningful and students do not become dependent on the teacher*

The following policy and guidance is written to ensure students' receive marking and feedback which supports their development and provokes their own learning. OSCA will use formative assessment – both marking and feedback – to support students' progression.

Formative Assessment at OSCA

Formative assessment and feedback is key to ensuring students can make progress. All students should be aware of what they know and can do, and how to improve further.

Formative assessment should also inform the teacher on the knowledge and skills students need further support with, so that planning can be adapted to meet these needs.

At OSCA we will use formative assessment in the following ways:

| <i>Formative Assessment – during the lesson</i> | <i>Formative Assessment – knowledge review and retrieval</i> | <i>Formative Assessment – written feedback on application of knowledge and skills</i> |
|--|--|--|
| <p>This would include the following:</p> <ul style="list-style-type: none"> • Modelling excellence and providing clear learning intentions • Using questioning to determine progress and understanding • Using self and peer review • Teacher providing whole class feedback | <p>This may include:</p> <ul style="list-style-type: none"> • Quizzes based on knowledge organisers for each SOL – to assess current learning • Quizzes to revisit prior learning and SOL which overlap with current SOL • Nuanced multiple choice for teacher to assess current learning | <p>This would be:</p> <ul style="list-style-type: none"> • Completion of a product – essay, piece of writing, presentation, completed practical piece etc • Re drafting to be expected here to achieve quality • Students will have the opportunity to 'action' feedback to |

| | | |
|--|--|------------------------|
| | | support their progress |
|--|--|------------------------|

Assessment Planning

Each department will have a clear and detailed assessment plan in place, as well as medium term plans for each unit of work.

The medium term plan will indicate how formative assessment is being used in lessons, throughout the scheme of learning, to provide feedback to both the teacher and students.

The assessment plan will indicate the following:

- *Any summative exam questions/titles/papers to be used to provide summative data as part of the assessment/reporting policy*
- *The title/focus of any knowledge review/retrieval quizzes/tests*
- *Details of the final 'product' to be produced by students which will receive detailed written feedback from the teacher.*
- *Details of DIRT tasks pre prepared which address common misconceptions made by students for this topic/task/question etc*

Practice

The following is the expectation of what and how students will be assessed by teachers at OSCA.

Frequency of written formative feedback:

| Number of Lessons | Written Feedback Frequency with 'action'(DIRT) |
|---|--|
| 4 or more lessons per week | Every 2 weeks |
| 3 lessons per week | Every 3 weeks |
| 2 lessons per week | Every 4 weeks |
| Split lessons/Shared classes or 1 lesson per week | Every 6 lessons in core Every 8 lessons in foundation/options |

Frequency of whole class feedback :

| Number of Lessons | Whole Class Feedback Frequency |
|------------------------------|--|
| 2 or more lessons per week | Every 2 weeks |
| Split lessons/Shared classes | Every 4 lessons in core Every 6 lessons in foundation/options |

Yr 7/8 Assessment Policy

A specified piece of work (as identified by the assessment plan of each department) will be marked in detail.

By detail the piece of work will have:

- No more than 2 subject specific and 1 literacy specific short term targets or challenges to support students' improvement. These will be coded. Codes will be shared with students to ensure clarity and understanding.
- It is expected that written feedback will also provide the students with a specific 'action' (DIRT TASK) so that they are clear on how to improve and tackle misconceptions and/or areas for development.
 - Errors (misunderstanding/misconceptions) will be identified for the student. Staff will provide a hint/rule/clue or question to support the student in making corrections or share common errors with the whole class. Students will correct errors using red pen.
- **There is no expectation that all pieces of work will be marked or for staff to use 'acknowledgement marking' (such as good effort) as this does not support progress.**

Yr 9-11 Assessment Policy

The assessment carried out from yr 9- 11 should be in line with exam board specifications for each subject – the following are guidelines.

Assessment in Yrs 9/10/11 is individual to each subject due to the nature of new subjects, specification requirements and the range and type of exams, coursework, Controlled Assessment, Practical tasks students must complete.

However, students still need to understand their current rate of progress and how to improve. Students should have their target grade and current DC displayed on the

cover of their book/folder. It is also vital for them to practice their exam skills and understand the key exam terminology by being exposed to examination language.

It is expected that marking will consist of:

- No more than 2 subject specific and 1 literacy short term targets or challenges to support students' improvement. These will be coded and codes will be shared with students.
- It is expected that written feedback will also provide the students with a specific 'action' (DIRT Task) so that they are clear on how to improve and tackle misconceptions and/or areas for development.
 - Errors (misunderstanding/misconceptions) will be identified for the student. Staff will provide a hint/rule or question to support the student in making corrections or share common errors with the whole class. Students will correct errors using red pen.
- **There is no expectation that all pieces of work will be marked or for staff to use 'acknowledgement marking' (such as good effort) as this does not support progress.**

BTEC ADDITIONAL INFORMATION:

- BTEC guidelines (May 2014) state that students must complete an assignment independently and that **staff cannot provide feedback** during this time.
- The assignment is marked when completed and students sign to show they have produced the work themselves.
- Students are only allowed one submission per assignment.
- It is possible to allow a further resubmission but students can't be told what to do differently to improve their grades.

When students are completing this work staff should follow the guidelines below:

- Ensure title clearly states BTEC Independent Assignment – making it clear to anyone looking at the work that no formative feedback is allowed.
- Sign relevant pages to indicate they have been seen by staff, even if no formative feedback is allowed.
- Include an example of BTEC feedback pro forma, indicate on lesson plans and provide other examples of marked work during lesson observations.
- Allow for students to give feedback to each other, if and when possible.

Coded Marking:

Coded marking has been adopted at OSCA to ensure that students get detailed written feedback, while ensuring we maintain a work life balance for staff. However it is vital that:

- Codes are clear and simple for students to understand/access
- Codes are limited in number - too many codes can be confusing for both staff and students
- That how these codes are introduced to students, and reinforced, is well considered, planned out and consistent across a department
- Students have a code reference within their book to refer to
- Codes are devised by the department and work for their needs – in this way they will be understood and applied by all staff

OSCA has developed some simple literacy and action codes to be used by staff to provide literacy feedback and to structure DIRT tasks.

Our coding guidelines, literacy codes and action codes are listed below:

Coding Guidelines:

- *All codes for subject areas will use the same literacy (L) and action (DIRT) (R) codes*
- *No departmental code system should have more than 25 codes in total*
- *All codes should link to National Curriculum/Specification guidance and Marking/Grade criteria.*
- *Codes should be in students' books for easy referral*
- *Students should write out the targets in full after a piece has been marked so that they engage with the teachers' marking*

Literacy Codes:

- *L1. Use a range of punctuation accurately in your writing*
- *L2. Use a range of grammatically accurate sentence structures in your writing so that it makes sense and is interesting to read*
- *L3. Ensure words are spelt accurately including subject specific vocabulary*
- *L4. Use a greater level of formality in your writing to make it more academic*
- *L5. Use different strategies to improve your understanding of text and infer and deduce meaning*

Action Codes:

- *R1 – re draft or revise*
- *R2 – rehearse or repeat...*
- *R3 – revisit and respond...*
- *R4 – re learn and re test...*
- *R5- research and record...*

DIRT Tasks:

D.I.R.T = Directed Improvement and Reflection Time

Effective DIRT tasks allow students to:

- *Reflect critically on their strengths and weaknesses – and to begin to address them*
- *Develop techniques to consolidate understanding or to stretch themselves further*
- *To craft and improve skills so that feedback is put into practice*

No DIRT means no learning gaps are closed; and feedback provided has not had an impact.

DIRT activities are key to ensuring progression and should therefore be carefully considered. Time spent on a DIRT task should be sufficient for learning and development to take place. A good rule of thumb is 'DIRT task time = double the amount of time the teacher spent providing the feedback'

In order to ensure DIRT tasks are well constructed and give students' a variety of ways to reflect, develop and craft OSCA uses 'action' codes. Each 'action' is a different type of DIRT task which can easily be added to/adapted by the teacher to make a DIRT task bespoke.

Action Codes:

- *R1 – re draft or revise*
- *R2 – rehearse or repeat...*
- *R3 – revisit and respond...*
- *R4 – re learn and re test...*
- *R5- research and record...*

Examples of these action codes being made bespoke to students needs are detailed below:

- *Redraft this piece of work / this paragraph/ this graph.... by doing X, by adding Y, by correcting Z...*
- *Revise this piece of work: this time make sure you include X, you measure Y, you state Z correctly....*
- *Re-visit your number bonds to 100 with these questions...*
- *Improve your use of future tense/dialogue markers/fronted adverbials/connectives – by re-writing these 20 statements adding the appropriate phrase, punctuation...*
- *On the basis of what I'm seeing, you need more practice responding to questions like this...*
- *You still don't know all of these facts: go and learn them using your KO; prepare for a mini re-test on...*
- *For wider depth on this topic please read ----- and record your findings.*

It is expected a teacher will provide an 'action' (DIRT task) as part of written feedback. The teacher must also plan sufficient time for this task to be completed, in red pen, by the student.

Before Submission:

In order to make marking and feedback a more stream lined process, while still improving the quality of learning, we should consider what we ask students to do before a final 'product' is submitted.

This should include the following:

- **Expectation of proof reading and editing by the student** - so teachers need to specifically plan this activity into lessons and provide resources such as dictionaries
- **Using success criteria – a 'pre-flight checklist'** to complete before work is submitted
- **Self assessment** – students highlighting parts of their work they are proud of and that has met the success criteria provided
- **Do not accept substandard work** – we need to create a culture of high challenge and communicate clearly we will not accept 'sloppy' work. This means knowing each student and what represents 'sloppy' for them. A 're draft' deadline could be provided for such work.

Presentation of Work in Books/Folders:

Work completed by students in books is a reflection of a student's progress over time, this is the primary method of assessing their progress and attainment.

Therefore presenting work in a structured and effective way is crucial in demonstrating the high expectations of both the staff and student and ensuring progress is clear.

Covers of books should have the student's full name, Subject and teacher's full name. End of year targets (yr 7-9) and end of yr 11 target (yr 10/11) and current DC grade should be on, or inside, the front cover. Marking codes should also be available in students' books.

Teachers should share the OSCA expectations for presentation of books/folders with students. These expectations are outlined on the next page.

Teachers and staff should also role model presentation expectations as well as good literacy and oracy skills.

Presentation Guidance for Students:

- **Write in black or blue pen for all work. Students use red pen for comments and teachers use green pen for marking.**
- **Use a ruler for underlining and a pencil for all drawing**
- **If you are continuing work from the previous lesson you may write the date in numbers in the margin of your book- 2/4/15.**
 - **If you make a mistake put one neat line through the error.**
 - **No graffiti in exercise books or on their covers.**
- **Work folders given to you in lessons are academy property and often have to be sent away to moderators. You must not graffiti on these folders.**
- **Worksheets should be glued into your book – not left loose.**

- **For some subjects you may use folders instead of a book. Folders with loose sheets should be kept in chronological order and each piece clearly dated/labelled – Folders/Portfolios should be organised and progression easy to see.**

Oral Presentations – All Key Stages

- Standard English – should be expected/encouraged/reinforced by the teacher.
- Power Points should be only used as a prompt and the teacher should give a word limit per slide. No reading from slides!
- Tone of voice/Intonation/volume/clarity – appropriate to audience/room.
- Body and eye contact/appearance is important and good practice should be agreed/discussed/reinforced.
- Students should use strategies to engage the audience if relevant to presentation purpose.
- Opening and ending – each presentation should have one, which is appropriate.
- The teacher should provide key conjunctions (e.g. furthermore/however, also) and key subject specific language, to help with flow, structure and detail.
- Question and answer session for each presentation with verbal feedback provided/noted.

Monitoring

Quality Assurance

At departmental level it is the role of the Curriculum Leader to monitor standards and consistency of assessment within his or her team. The SLT take part in the QA of assessment, recording, reporting, target setting and marking by:

- Providing accurate data to CLs in a usable format.
- Providing guidance and pro formas which CLs use to analyse data in a consistent format.
- Undertaking work scrutiny, learning walks and lesson observations, as well as meetings with Curriculum Leaders.
- Setting guidelines and providing CPD on assessment, marking and feedback

Marking will be checked by:

- The Curriculum Leader/SLT link during Work Scrutinies, and Learning Walks during the QA cycle (calendared)
- Members of the Extended Leadership Team undertaken through the Quality Assurance programme
- Subject Leader/Lead Practitioner:
 - Will evaluate the quality of marking of individual staff and the department half termly.
 - Will look at examples of marking and talk to students and staff according to the QA cycle.
 - Will seek to improve the quality of marking across the department.
- Senior Leadership Team:
 - Will sample marking through the QA cycle.
 - Will sample examples of marking and talk to students according to the QA monitoring programme.
 - Will review the Marking Policy annually.

- Monitoring, Evaluation and Review:
- The Senior Leadership Team will ensure that all staff will take responsibility for implementing and regularly monitoring this policy. Overall responsibility for this Policy ultimately rests with the Principal.
- The Principal, and Senior Leadership Team will review and monitor the implementation of the Marking Policy.
- The Academy Governing Body will review this policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academy and via the OSCA website.
- This policy is available to view on request.

Date policy revised: 2019

Review Date: 2020

Name of Reviewers: Ms M. McMahon + OSCA Governing Body

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