



Ashfield Girls' High School

Marking and Feedback Policy





Aim:

To establish a broad and consistent approach to the way in which students' work is marked so that students feel valued and motivated; thus allowing teachers to set high expectations and raise the achievement of students.

Rationale:

At Ashfield Girls' we believe that feedback and marking makes tracking of learning objectives and outcomes for individual pupils manageable, and informs planning for teachers. It is an extremely effective way to ensure that pupils are aware of their own progress and how they can improve. Marking and feedback are most effective when students know:

- the purpose of the task
- how far they have achieved this
- how to make progress

The implementation of this policy is the responsibility of all teachers.

Why is marking important?

- M** Motivation – students are more likely to be motivated to make improvements if marking is regular and formative.
- A** Assessment for Learning – students know their level for the section of work and how to make improvements.
- R** Regular feedback to inform teachers, students and parents of level or grade.
- K** Knowledge and understanding can be checked and corrected by the teacher.
- I** Independent learning – comments by the teacher in the form of questions can promote learning.
- N** Needs of individuals – all students are catered for as teachers mark and guide according to ability.
- G** Gain – students can receive rewards for effort or achievement with their work.

Practices of feedback and marking:

Research has identified that giving marks and grades unaccompanied by effective comments, is not the most effective way to raise standards. The use of developmental comments, alongside effective marking is more likely to raise the standards of students, as well as helping them to understand the purpose of their learning.

Effective Feedback should be:

- Task directed
- Challenge students to think for themselves
- Suggest areas for improvement – this will act as scaffolding
- Be personal and address students by their name
- Give positive and constructive feedback
- Help parents understand a student's strengths and areas for improvement

Types of Feedback

- Verbal feedback
- Focused written feedback with time for follow-up
- Self-assessment
- Peer-assessment
- Whole class and group discussions

Key Stage 3

All of the above will provide students with effective feedback and it is important to use a variety of feedback mechanisms. However, focused written feedback should be provided by each department at least once per fortnight, unless you teach a subject which has less than 4 periods over two weeks, in which case it should be at least once a month. The components of focused written feedback include:

- Marking against learning objectives/intentions or success criteria
- Link success and improvement to learning objectives or success criteria
- Avoid 'see me..' as it has negative connotations
- Give clear guidance on how to improve the work giving an explanation of what the student needs to do to improve
- Mark according to the learner's ability
- Time must be given to allow learners to read through comments and act upon them. This should then be reviewed by the teacher

Marking:

- Using a colour that contrasts with the students' work is recommended
- Must be regular
- Each subject should determine the frequency of marking
- All departments should have a common approach to marking literacy (see marking code)
- Marks should be recorded
- Only use marks/grades on work if it is judged that these will motivate and encourage the student.
- All work should be signed and dated by the teacher.

Redrafting – particularly of portfolios in Years 13-14. Portfolios must not be redrafted on more than two occasions.

Expectations:

Teachers are expected to:

- **Mark** work promptly
- **Advise** students on how to improve their work
- **Provide** students with time to reflect upon their mark and teachers' comments
- **Share** good practice with other members of staff

Heads of Department are expected to:

- **Implement** and **monitor** the impact of the policy
- **Provide** time within departmental meetings to evaluate marking practices to ensure consistency across all staff
- **Ensure** marking within the department motivates students and has a positive impact on self-esteem and progress
- **Support** individual teachers as, and when, necessary

The Senior Leadership Team is expected to:

- **Monitor** implementation of the policy
- **Evaluate** the impact of the policy and provide further feedback on how it can be developed
- **Ensure** that through the Quality Assurance Team marking is both regular, thorough and consistent across all subjects

Students are expected to:

- **Read** comments provided by teachers and respond positively to these
- Put their **best effort** into all work that is completed
- **Display** high standards of presentation
- **Catch up** on work that has been missed due to absence
- **Self assess** their own or others' work under the guidance of a teacher



Parents are expected to:

- **Read** through the comments written by teachers and help their child to understand these comments
- **Assist** the school in making sure that their child completes work to a high standard and on time

Literacy/Numeracy Common Marking Codes

All departments should adopt a common approach by using the codes identified below.

However, departments may have subject specific codes which they find necessary to use.

Symbol	Meaning	Additional Instructions
	Further develop	Must be accompanied by explanation
SP	Spelling	
P	Punctuation	
//	New paragraph	
CAPs	Capital letter	
^	Missing word	
FT	Follow through	If appropriate explain
U	Units	
 (wiggly line)	Grammar	
WO	Working out	
An	Analysis (How & Why)	Must be accompanied by explanation
?	Doesn't make sense	If appropriate explain
√	Good	
√√	Excellent	



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