



Caldew School

Marking & Feedback Statement

Introduction - Marking and Feedback

Marking is the on-going assessment and feedback used to support students' achievement. It scaffolds the development of students' knowledge, understanding and skills, supporting their achievement and leading to improved attainment.

High-quality assessment, marking and feedback has the potential to foster powerful relationships between teachers and students and aids progress. Students know and appreciate when their work has been marked thoroughly and constructive guidance for improvement provided.

Expectations of Marking and Feedback at all Key Stages:

- **Checking Marking** should take place frequently where the teacher checks that the information students are writing into their books is correct and that the work is completed to an acceptable standard.
- **Key Task Marking** should take place 10 times a year for core subjects, 6 times per year for non-core subjects with two lessons per week and 3 times per year for non-core subjects with one lesson per week. This should include detailed written feedback, an expectation that students act upon the feedback and a closing of the circle.
- **Other Formative Assessment** should take place throughout the year and may consist of tests, projects, research based activities, questioning, class discussion, extended writing, etc.

The Presentation of Feedback

Feedback should be:

- legible – students have to be able to read the feedback;
- appropriately positioned and presented to give it significance and convey its importance;
- given in a format and language that students can understand;
- written so that it is distinguishable from students' existing work;

When work is being improved by students it must be written so as to be easily distinguishable from their original work and to show that improvements have been made. When work has been improved by students it must be checked so as to "close the circle".

Use of Self-Assessment

Students can check their work, against answers on the board, or a template, before making corrections or improving their work. They may assess their own level against the descriptors, looking for evidence in their own work, checking their own progress and planning their next steps. WWW/EBI marking could be used.

Use of Peer-Assessment

Evaluating another student's work against given criteria can help clarify what the learning was all about for a student and enable the sharing of ideas. Students can give next step advice to others to help them improve their work and also give themselves the opportunity to reflect on their own progress. WWW/EBI marking could be used.

The Content of Feedback

The framework for giving feedback needs to be consistent within subject areas. This supports students' understanding, particularly when they move between sets, groups, new timetables, etc.

Feedback content should:

- assess against the assessment criteria;
- give guidance to improve literacy: spelling, punctuation, grammar and the structure of writing;
- give feedback on the presentation and organisation of students' work
- highlight and praise strengths;
- identify what is not correct and give guidance as to how to improve;
- be used by the student to support learning and progression.

Spelling, Punctuation and Grammar

Consistent correction of literacy across all subjects is one of the key elements to improving students' use of Standard English. The following code will be used to help improve the accuracy of writing across the school.

CL	Capital letter missing or used incorrectly.
Sp	Spelling error.
??	Meaning not clear / sentence is muddled.
KW	Use Key words.
P	Punctuation missed or used incorrectly.
^	Something is missing.
// NP	New paragraph needed.
// NS	New sentence needed.
SPCH	Use the spellchecker.
PR	Proof read your work to improve its accuracy and clarity.

The use of feedback

The critical point is that students use the feedback; this should be a systematic part of the teacher's pedagogy. Students should have an opportunity to act upon and learn from their feedback. A useful technique is to incorporate the review, evaluation and action on feedback as a starter activity in the post-marking lesson(s). The teacher circulates around the class during the starter activity and checks whether the students are completing corrections accurately and using feedback effectively.

It is also useful for students to give a written response to feedback stating what they have learned and understood from the teacher's feedback and how they plan to use the feedback for improvement. This allows the student to think about, construct and internalise a response. This supports the notion of marking and feedback as a continual process of improvement (closing the circle), for feedback not to be viewed by the student as a series of unrelated episodes. The more a student is encouraged to be an active participant and to view marking and feedback as an on-going process the more effective feedback becomes.

Monitoring

Monitoring is intended to:

- Raise performance
- Monitor learner and staff performance
- Ensure quality of treatment of all learners
- Clarify expectations
- Ensuring the highest possible quality of practice with regards to both teaching and assessing.

Heads of department and their SLT line managers will monitor the quality of assessment, marking and feedback half termly. This will be fed back to teachers. This termly monitoring will feed into the department's teaching and learning review. Heads of Department should ensure that there are consistent standards for assessing learners' work and should keep portfolios of exemplar work for reference purposes when making judgements.

Subject Meetings and Subject Professional Learning time should be used to moderate assessment and share effective practice.



Caldew School Standards in Exercise Books



The key to high standards of presentation and organisation of students' work is: firstly, for teachers to set clear and high expectations and to insist on a minimum standard; secondly, for teachers to be consistent when applying the expectation and standards and reinforcing them through their interaction with students.

1. The only information on the cover of student exercise books should be: student's name, subject, group and teacher's name. There should be no graffiti.
2. No pages should be torn out of exercise books.
3. Students' work should be completed. When one looks at the students' books there should be a sense of the work being finished and completed to a high standard.
4. Each piece of work should begin with a title and date, both of which should be underlined.
5. Any mistakes should be crossed out neatly with a single line drawn with a ruler, for example, ~~freind~~ friend.
6. If a student does not keep these standards, the subject teacher should deal with this initially. If required, parents should be contacted and a replacement exercise book purchased.
7. If that is not the end of the matter, the Head of Department should be involved and, if necessary, the Form Tutor/ Head of Year.
8. The standard of students' work will be central to work samples.



Caldew School Standards in Exercise Books



How to organise and present your work really well.

1. The only information on the cover of your exercise book should be: your name, subject, group and teacher's name. There should be no graffiti.
2. Ensure that the "Progress Report" sticker on the front of your book is filled in after each data collection.
3. Each piece of work should begin with a title and date, both of which should be underlined.
4. Any mistakes should be crossed out neatly with a single line drawn with a ruler, for example, ~~freind~~ friend.
5. All of the work that you do should be completed. When someone looks at your book there should be a sense of the work being finished and completed to a high standard.
6. You should ensure your book is organised well and that all sheets are glued in. No pages should be torn out of your exercise book.
7. Always try your best with your spellings, punctuation and grammar. The school's "Literacy Marking Code" should be glued into the back of your book.
8. Make sure that your assessment tracking sheet is glued into the front of your book and is completed every half term.

