



MARKING and FEEDBACK POLICY

DRAFT

Status: **Non Statutory**

Member of Staff responsible: **Deputy Principal**

Associated Policies and documentation

Assessment Policy

Teaching and Learning Policy

Curriculum Policy

Reporting and Recording Policy

Implementation date: September 2013

Review Date: July 2015

Marking and Giving Feedback on Students Work

“Formative assessment... is at the heart of effective teaching.” *Dylan William and Paul Black (Inside the Black Box)*. We know that effective marking and feedback of students’ work can make a significant contribution to student progress and that it is an important aspect of helping a student to feel valued. It is essential that marking praises positive achievements as well as advising on selective areas where improvements need to be made.

The importance of good, regular marking cannot be over-emphasised.

Marking should therefore be:

- Motivating
- Clear and easy for students to understand and learn from
- Consistent in style and timing
- Constructive – offering advice for improvement
- Diagnostic – correcting errors and misconceptions

Marking must also include:

- An indication of the attainment standard of either a single piece of work or the student’s overall progress level
- An opportunity for the student to respond to the marking by completing a section called M.R.I. (My Response Is...) and to periodically review their progress towards their feedback targets

Also:

- Teachers should comment on and correct subject specific spelling.
- Grades awarded are a snapshot of the students’ attainment at that time.
- Students must be able to track their own progress.
- Teacher records must be kept and available for scrutiny by Deputy Principal

Consistency

To ensure consistency of marking across the College, for each marking cycle, all work completed by a student is acknowledged as seen, and there must be evidence in the students’ books of:

- The department’s marking policy and practices
 - Peer or self assessment
 - Teacher recognition of effort shown by the student
 - Teacher comment/grade referring to work completed
 - Teacher comment instructing how to progress
- All work collected for marking must be returned as soon as possible, and coursework must be returned within 2 weeks.
 - There must be some form of assessment every half term that provides students with a summative grade or level.
 - Unless the department marking policy specifies otherwise, the following should be used:

Key Stage 4 – Marking cycle approximately every 6-8 lessons

GCSE grades, using the full range of GCSE grades A*-U, or BTEC awards D*-P.

For work at a grade boundary, + or - can be used:

A*, A*-, A+, A, A-, B+ etc.

Key Stage 5 – Marking cycle approximately every 8-10 lessons

GCE grades, using the full range of GCE grades A*-U, or BTEC awards D*-P.

For work at a grade boundary, + or - can be used in the same way as for KS4.

Approved:

Review date: