

Arco Academy Alternative Provision

Marking and Feedback Policy

Date: May 2017

Approved by:

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A C A D E M Y

Date of approval:

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To be reviewed May 2018

Marking and Feedback Policy

Arco Academy Alternative Provision is committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of pupil in extending their own learning.

Aims

- Show we value the pupil's work and motivate them to produce high quality work.
- Raise pupil's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the pupil's understanding and identify any misconceptions.
- To demonstrate what the pupil's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows pupil to remedy them.
- Embed opportunities for the pupil to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
- Embed opportunities for the pupil to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between pupil and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that pupil's understand how their work is marked.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable
- It should be positive and motivating for pupil.
- It must be at the pupil's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.

- The process should directly engage the pupil, either orally or through written response.
- It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the pupil (which may be cross curricular).
- Time should be given for pupil to consider marking comments and for them to respond to them using purple response pens.
- It should promote pupil's self-assessment, linking marking and feedback into the wider process of engaging the pupil in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any adult with whom the pupil is working.
- It can be given by a peer as part of the learning process.
- It must positively affect the pupil's progress and learning outcomes.

Marking and Feedback Process

Before a piece of work is undertaken, pupil should be clear about what is going to be assessed when the work is marked. We set out clear learning intentions and success criteria, which enables the adults and pupils to mark effectively against the success criteria.

Teachers are engaged in on-going assessment throughout lessons and will intervene whenever pupil need redirecting, either as individuals or as a group.

Teacher Marking

The main forms of marking and feedback which will be used are as follows:

1. Verbal Feedback from an adult

Direct contact with the pupil and discussion of the work is particularly appropriate with younger, less able or less confident pupil. Where verbal comments are given a record, with letters 'VF', should be made in the book as a permanent reminder for the pupil and teacher.

If a pupil has been prompted or redirected as a result of assessment in the lesson a record, with the letters 'VF', should be made.

Feedback may be given through the plenary process.

2. Written Marking

Gap marking: using highlighter or two coloured writing pens

Green to write a comment, or indicate something within a piece of work, that is praiseworthy - no matter how small. It may compare what a learner is doing right now with what they have done wrong before noting an improvement.

Orange to target a specific area for improvement related to the learning intention, success criteria or individual pupil target. This may require a response from the pupil to address the area highlighted.

Next Steps: Teacher comments on a pupil's work should be motivational and personal where the teacher marks against the success criteria and pupil's targets, and clearly identify the next steps to improve or to extend learning.

Guidance will be given to pupil on how to respond to marking in an effective way to promote progress.

Time should be set aside during the week for the pupil to absorb any comments and improve their work, especially in core subjects. Pupil should respond using purple pens and the responses will be acknowledged by the teacher.

Pupil should be involved in their target setting and should be encouraged to show evidence of targets met as well as identify some they wish to meet. (See assessment policy)

Next steps marking can be verbal for younger pupil and, on occasion, other year groups and will be recorded by the teacher with the letters 'VF'.

3. Independence Level

In order for the teacher to evidence progress and understand how independently a pupil has met learning intentions, a record should be made to show what level of support was given. Independent work should be marked with letter 'I', work supported by the teacher should be recorded with a 'T' and work supported by a Teaching Assistant should be marked by them with a 'TA', they should add a note indicating what level of support the pupil received and initialled.

All marking is to be initialled and dated by the teacher.

Pupil Marking

In order to engage the pupil in their own learning, pupil must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher either verbally or through the use of supports e.g. mark ladders.

Standards

Where appropriate, teachers may choose not to comment on a section of work but ask the pupil to redraft/improve it themselves before any direct feedback is given. This should only be done when the pupil has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers will not accept work which has not been presented to a sufficiently high standard.

Monitoring

Each term there will be a book scrutiny which will focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy on a regular basis and reflect on the requirements set out by Ofsted.