



TOLWORTH GIRLS' SCHOOL & SIXTH FORM

Feedback and Marking Policy

Principles and Practice

Reviewed: January 2018 by Teaching & Learning Collegiate

Approved: by OTLA Committee: June 2018

MISSION STATEMENT

The key purpose of feedback and marking is to promote the learning of all students. Effective feedback reduces the 'gap' between what students know or can do and what they need to know or do to make further progress in line with success criteria. It also actively engages all learners in the learning process by identifying areas of strength in their work, areas for improvement, and what steps to take to make progress.

DEEP MARKING

'Deep Marking' provides the opportunity for teachers to give students meaningful feedback that enables them to make significant progress. It will also allow students to have greater responsibility for improving their own learning. Developmental comments are more likely to raise standards as they help learners understand the main purposes of their learning and thereby grasp what they need to learn.

COMMENT

Praise and/or acknowledge achievement, progress and effort. Grades/levels should reflect the agreed mark scheme.

ACTION

Next steps: constructive suggestions about ways to improve directly linked to learning objectives and/or success criteria. This might include questions that challenge learners to extend their thinking.

RESPONSE

Learner follows up on **ACTION**; teacher checks on agreed actions to see how far they have been achieved.



KEY PRINCIPLES to foster...

Prior to setting and marking a piece of work both teachers and students should be clear about the success criteria that will be used to mark and assess the work.

FOR LEARNERS

- Encourage learners to **comment** on their own work before handing it in or discussing it with teachers;
- Provide class time for learners **to act upon** and **respond** to the comments and actions given by the teacher or peers and **to improve** their work (class time enables teacher or peer support to be given if required);
- Encourage independence and give students the confidence to develop and grow through the use of self and peer-assessment;
- Ensure HW tasks are acknowledged promptly and as far as possible, in class, using peer and self-assessment to foster independent learning;
- Polishing page - all 'Deep Marked' written tasks should be written on one side of the page only, allowing a blank page for feedback and 'polishing'.

FOR TEACHERS AND SUPPORT STAFF

- Are selective in the work they give quality feedback on - so time is spent on deep marking of a high quality;
- Ensure that learners understand their achievements, the strengths of their work and that effort is recognised;
- Give **actions** (areas for development and improvement) so students know what they need to do next to make progress;
- Differentiate feedback ensuring that all learners know how they can move forward (next steps/**actions**);
- Provide opportunities for self and peer-assessment (individually, in pairs or in groups) that is supported and structured using student-friendly assessment objectives/success criteria;
- Avoid giving the complete solutions as soon as learners get stuck so they are given the opportunity to think things through for themselves;
- Use feedback/marking to adjust future teaching and learning strategies;
- Help parent/carers understand strengths and areas for improvement in their child's work;
- HW tasks should be recorded and monitored by the teacher (e.g. in mark books, on sims);
- Signpost, as far as possible, where exam regulations prohibit teachers from commenting and feeding back on units of work.

FOR SENIOR AND MIDDLE LEADERS

- Ensure school and departmental practice is consistent;
- Monitor that feedback/marked work is returned promptly to students;
- Schedule 'Deep Marking' tasks so that the workload is spread evenly and is manageable.

GRADES and MARKING CODES (in addition to the TGS RWC guide):

- Effort should be reflected in the teacher's comment therefore effort grades should not be used;
- Every KS4 and 5 'Deep Marked' task should be awarded a Score/Grade/Level; this must reflect the agreed mark scheme (e.g. external exam board, internal success criteria or level descriptors);
- **Green pens:** used for all students' self and peer-assessment and improved work (polishing pen);
- **Red pens:** used for all teacher comments and feedback.

Ⓟ or a verbal feedback stamp or sticker is used to denote a learner has received verbal feedback. Next to this the teacher should draw a box or issue a card (that can be attached later) for the learner to record the **comments** they were given and **actions** they were advised to take.

✓✓ (a double tick) is used to denote that the teacher is very impressed by this point, answer and/or response.

REGULARITY OF DEEP MARKED TASKS:

All deep marked tasks should be determined by subject leads to support moderation of work and staff work load.

KEY STAGE 3: Core x 2 and Foundation x 1 deep marked task per half term.

At least one DMT per half term should be awarded a Score/Grade/Level; this must reflect the agreed mark scheme (e.g. external exam board, internal success criteria or level descriptors);

KEY STAGE 4: Core and Foundation x 2 deep marked tasks per half term.

KEY STAGE 5: x 4 deep marked tasks per half term per subject.

QUALITY ASSURANCE:

In order to ensure high quality teaching and learning the Leadership Team and Middle Leaders aim to work in collaboration to use the Quality Assurance process as a means of reviewing our practice, driving improvement and supporting colleagues in their professional development so that they excel in their role within the school.