



## TOLWORTH GIRLS' SCHOOL & SIXTH FORM

### Feedback and Marking Policy

#### Principles and Practice

**Governing Body/Committee:** Quality of Education (Q of E)

**Date approved:** February 2022

**Next review:** February 2024

#### 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. 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.

It is also important that students' books and folders are checked periodically for presentation, SPAG (spelling, punctuation and grammar), and gaps in work.

#### Assessment Tasks

Carefully designed assessment tasks provide the opportunity for teachers to give students meaningful feedback that enables them to reflect on their work and make significant progress over time. It will also allow students to have greater responsibility for improving their own learning and promote independence. 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

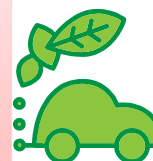
Praise and/or acknowledge achievement, progress and effort.

#### 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

Learners are given time in lessons to carry out actions. The teacher ensures that actions have been carried out to a good standard.



#### KEY PRINCIPLES to foster...

Teachers should ensure that students are clear about the skills and knowledge that an assessment task will cover. Depending on the subject/year group, this may involve sharing the assessment criteria.

#### FOR LEARNERS

- 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); this work should be clearly labelled in student books/folders. **There must be clear evidence that learners have responded to actions.**
- Encourage independence and give students the confidence to develop and grow through the use of self and peer-assessment;
- Ensure that homework tasks (which may be online tasks), are acknowledged promptly and as far as possible, in class, using peer and self-assessment to foster independent learning;

## FOR TEACHERS AND SUPPORT STAFF

- Ensure that feedback/marked work is returned promptly to students;
- Ensure that learners understand their achievements, the strengths of their work and that effort is recognised;
- Give **actions** (OR highlight areas to focus on to move forward) 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;
- Keep records of homework completion and record outcomes as appropriate.
- Signpost, as far as possible, where exam regulations prohibit teachers from commenting and feeding back on units of work (e.g. for some Vocational courses).

## FOR SENIOR AND MIDDLE LEADERS

- Ensure school and departmental practice is consistent;
- Ensure that assessment tasks are carefully designed to test an appropriate range of skills and knowledge.
- Schedule assessment tasks so that the workload is spread evenly and is manageable.

## GRADES and MARKING CODES

- Effort should be reflected in the teacher's comment therefore effort grades should not be used;
- Assessment tasks should be awarded a raw mark; this must reflect the agreed mark scheme (e.g. external exam board, internal success criteria);
- **Green pens:** used for all students' self and peer-assessment and improved work (polishing pen);
- **Red pens:** used for all teacher comments and feedback.

## REGULARITY OF Assessment Tasks:

All assessment tasks should be determined by subject leads to support moderation of work and staff workload. Assessments do not have to be written tasks but should over time, assess the range of skills within a subject specialism. Assessments carried out during assessment fortnights/weeks count towards the totals below.

**Year 7/8:** Core x 2 and Foundation x 1 assessment tasks per half term.

**Year 9/10/11:** Core and Foundation x 2 assessment tasks per half term.

**Year 12/13:** A minimum of 6 assessment tasks per term.

## 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.