AL KHAIR MARKING POLICY

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Rationale:

- To create a policy that enables professional and consistent feedback opportunities for students to support them to make further progress and develop skills through their responses.
- To support the commitment to continuous improvement culture within the school through a policy that ensures timely, granular and receptive feedback opportunities.

This policy takes into account Al Khair Secondary Schools accountability expectations.

Principles and Purpose

The purpose of the policy is to ensure the school takes meaningful steps in order that marking-related workload burdens are manageable.

- **Feedback and Marking** can effectively contribute to pupil **Progress and Achievement**.
- It should empower pupils to take responsibility for improving their work
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- The school recognises that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback.

Aims of the policy

➢ To provide consistency in marking throughout the school so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance and to support teacher workload.

➢ To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which supports progression.

➢ To develop positive attitudes to learning and achievement.

➢ To inform the teacher of children's progress and needs for future planning.

➢ Roles, responsibilities and procedures

In Al Khair we have a culture where students receive timely feedback in a range of formats to inform them how to improve their knowledge, exploration and communication of ideas in order to make progress.

Effective feedback is key in supporting the learning of children. John Hattie ranks it fourth in his publication 'visible learning for teachers' and the Sutton Trust in its *'Tool kit of strategies to improve learning'* (2011) placed effective feedback at the top of its table with a gain of 9 months.

*'One of the **most effective** uses of a teacher's time is in giving **good feedback** - which should be specific and encouraging.'*

What constitutes Effective marking?

- Students need to know what they have done specifically well (against the learning objective and success criteria)
- Students need to know what they need to do next in the 'learning journey' – manageable steps
- Feedback needs to be written in a clear an accessible language
- Focusses on the learning not the learner

There are **two categories** of marking

Descriptive feedback

- Informs students **why** an answer is correct
- Specifies or implies a better way of doing something
- Uses **AfL** to help to move children to the **next level in their learning**
- Allows **the student** to suggest ways they can improve

Evaluative feedback

- *Positive***:** Rewards and expressing approval

- *Negative: Punishments and expressing disapproval*

Positive comments can motivate students and boost their self-esteem while negative can have the opposite effect.

To be effective, evaluative feedback needs to be accompanied by descriptive feedback.

(Is there any point in praising a child if they do not know what is good about their work, or patronising them if they have not been given any pointers or tips on how to improve?)

Research has shown that pupils make more progress when they are actively involved in their own learning and assessment

Marking and Feedback should:

- Focus solely on furthering children's learning.
- Be manageable for teachers and accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better pupil achievement.
- Allow specific time for pupils to read, reflect and respond to feedback and marking.
- Planned and considered feedback is an essential part of a teacher's planning process
- It is designed to provide students with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Assessment marking should be in line with department expectations usually not more than twice per half term although teachers may choose to complete practice questions as part of the topic as and when required.
- Students will be shown how to receive feedback effectively from peers and teachers so that they can communicate what they have learned and what they need to do to improve further
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Students: will be supported in using feedback received to develop their learning,

- This includes understanding how to interpret feedback given to them as well as how to provide peer feedback to others in their class.
- Students should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.
- Student will be able to recognise success and improvement as well as areas for development within their lear**ning**
- Students should be given planned opportunities to show their use of received feedback in their work and will be able to discuss these improvements when asked

Teachers:

- **Feedback** (including Marking) will be an integral part of the teaching process and visible in lesson delivery; it will be precise, learning focused and timely
- The sole focus of feedback should be to further children's learning.
- Will provide feedback to students using a variety of learning strategies including questioning, discussion, 1-2-1 conversation, whole class feedback, live marking and summative (assessment) marking.
- Provide written comments to support pupils to locate their errors, even after guided modelling by the teacher.
- Provide feedback either within the lesson itself or in the next appropriate lesson.
- Implement a range of marking styles including dialogic, diagnostic, deep and quality marking,
- Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.
- Marking and feedback should be consistent with this policy which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Feedback will be visible through the use of varied methodologies that are appropriate to the subject, topic and class being taught:
  - Feedback (from the teacher) may be individual or through whole class delivery
  - Question and Answer sessions (misconceptions / exploration)
  - Discussions (exploration / communication)
  - Live marking (walkabout marking)
  - Live review (using a visualiser)
  - conversation (short, directed at a small intervention within a topic)
  - Whole class feedback (activity / assessment)
  - Peer review (communication)
  - Non-verbal cues
  - Distance marking (with live review)
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  Heads of Department:

- Ensure that marking and feedback is consistent across the school.
- Use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group, when assessing and reviewing the marking policy.
- **Departments** will determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.
- Determine how feedback will look in connection to their curriculum planning.
- Plan the curriculum to ensure that feedback opportunities are embedded across topic planning

- ➢ Understand that a teacher's marking will not be used to make judgements about their performance or capability.
- ➢ In reviewing the policy, if any concerns have been raised about any practices which have led to an increase in workload, then this practice will be discontinued.
- ➢ At certain points during topic delivery, departments may decide to complete a standardised assessment to help monitor student progress

Policy Stakeholders:

- ➢ **Students:** To ensure that the feedback they receive enables them to make progress
- ➢ **Teachers**: To enable them to use their professional judgement in how best to provide feedback in a timely, granular and receptive manner
- ➢ **Leaders (Headteacher and HOD):** To ensure that student outcomes and teacher workload are protected
- ➢ **Parents**: To support them in understanding how feedback is provided to their children

Appendix 1

OFSTED's view on marking and feedback

➢ Ofsted do not expect to see any specific frequency, type or volume of marking and feedback. This is clearly stated in the document Ofsted Inspections – Clarification for Schools (September 2015).

➢ If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

DfE's view on marking and feedback

➢ The DfE set up a Marking Policy Review Group to consider effective practice on marking which raises standards for pupils without creating unnecessary workload.

➢ The Review Group found that marking had evolved into an unhelpful burden for teachers when the time it takes is not repaid in positive impact on pupil's progress.

➢ The Review Group stressed that **marking is best regarded as one element of a wider approach to feedback and assessment**. Its report made clear that it is inappropriate to regard marking as more important or more effective than other forms of feedback or to consider it in isolation from other ways in which pupil's work can be assessed