

MANOR HOUSE SCHOOL FEEDBACK, MARKING & ASSESSMENT POLICY (SENIOR SCHOOL)

Date of Issue: **October 2021**

Date of Review: **October 2024**

Responsibility: **Deputy Headteacher**

References:

A marked improvement? A review of the evidence on written marking
The Education and Endowment Foundation April 2016

Ramblings of a Teacher – A policy for feedback not marking
Michael Tidd May 2016

This policy outlines the framework within which all departmental marking policies in the Senior school should operate. Where appropriate, individual departments may contextualise this framework to fit the specific requirements of their subject area. Any adaptations to this policy should be outlined in departmental handbooks.

Rationale

At Manor House, we believe that marking is just one way to **assess** the achievement of pupils. Whilst it may be used to provide a grade at the end of a piece of work (summative assessment), its primary function is to provide feedback to further learning (formative assessment).

Feedback in practice at Manor House School

Feedback, including through marking, occurs at one of three common stages in the learning process:

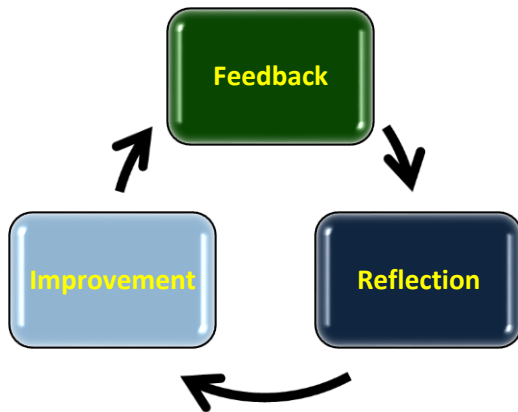
- Immediate feedback – at the point of teaching and often the most effective
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence in practice
Immediate Feedback	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, iPad quizzes eg Kahoot, Socrative, Notability • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Markbook recordings from first bullet point • Teachers understand when to redirect and reshape learning, deviating from plans
Summary Feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity, perhaps as a plenary • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson against learning objectives • May take form of self- or peer-assessment against an agreed set of criteria • May guide a teacher's future planning, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review Feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve 'marking' - written comments/ annotations /Showbie voice-notes for pupils to reflect and respond to (see Marking in Practice) • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May provide summative assessment grade/mark 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action to FRI tasks, visible in different colour • Adaptations to teaching sequences tasks when compared to planning

Marking in Practice

“Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better” (Education Endowment Fund 2016).

At Manor House this will be achieved by adopting the FRI approach;



FRI tasks are identified by the following symbol / letters and when pupils see this, they should understand that they have **feedback on which to act.**

Feedback can be in any of the forms outlined against 'Review Feedback' in the table above.

Teachers must give pupils time to complete FRI tasks and written

improvements should be made in a **different colour for visibility.**

Teachers' feedback is most effective when it;

- redirects or refocuses either the teacher's or the learner's actions to achieve a goal
- is specific, accurate and clear
- encourages and supports further effort
- is given sparingly so that it is meaningful
- provides specific guidance on how to improve and not just tell students when they are wrong

Frequency of FRI Tasks

At least 1 FRI task each half term for Foundation subjects (excluding PE) and 2 for Core subjects (English, Mathematics, Science) in KS3. In KS4, 2 FRI tasks per half term in KS4 in all subjects.

Summative Assessment

Marks and grades from summative assessments should be recorded by the teacher in their markbook (paper or electronic). In those year groups where girls are working towards a public examination, there should be a clear relationship between summative assessment and the criteria for the examination. This does not mean that marks for individual pieces of work should be regarded as predicted examination grades. For all years, there should be a clear relationship between grades awarded and attainment/attitude to learning grades given in half termly reports.

Marking of Written Work and Literacy

To promote good literacy, the following should be used in FRI marked written work across all subjects

Spelling	Incorrect spelling circled or highlighted in red Not all words spelt incorrectly need to be identified – first 5 as a guide and all subject specific vocabulary	Pupil makes correction in a different colour
Missing letter or word	^ used to show where missing letter or word should be added	Pupil makes correction in a different colour
Capital letters	C written next to letter which is circled	Pupil makes correction in a different colour
New Paragraph	// indicates a new paragraph is needed	
Grammar	GR indicates that a sentence is grammatically incorrect and needs restructuring	Pupil makes correction in a different colour

Responsibilities

It is the responsibility of all teachers:

- To provide regular and ongoing feedback (immediate, summary or review)
- To undertake FRI tasks in accordance with this policy and ensure pupils act on feedback
- To mark written work for literacy in accordance with the guidance above
- To keep a record of marks in accordance with agreed procedures within the department.
- To ensure that assessment information informs subsequent curriculum planning and reporting.

It is the Responsibility of the Head of Department:

- To ensure that the department's policy, recorded in the departmental handbook, fits with the whole school policy.
- To ensure feedback and marking is positively improving learning and progress
- To complete a regular work scrutiny of their department's books at least once a term
- Action with their department areas of concern following the work scrutiny and follow these up in the next scrutiny
- To share good practice with marking in department meetings
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades are recorded and communicated to pupils.

It is the responsibility of the Senior Leadership Team:

- To monitor the consistent use of this policy across the school and report back to the Governors on student progress
- Through Line Management evaluate work scrutinises being undertaken within departments
- Ensure that all staff have access to target and prior attainment data, in-order to inform the planning of lessons and assessments.

Simon Hillier, Deputy Headteacher
Reviewed and updated October 2018

This policy should be read in conjunction with the **Manor House School Curriculum Policy**