



Marking and Feedback Policy

Department: **English**

Date: **September 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Policy on Timing of Feedback:

Key Stage 3: At least once per half term the key English skills of Reading and Writing will be marked with targets. This will be evidenced in students' assessed work and they will be given opportunities to access the feedback and improve their work accordingly. The marked work will be visible in exercise books or in folders if they use the latter at KS4 /KS5.

Marks in terms of the tracking score must be uploaded onto Go4Schools in a timely manner to ensure stakeholders are aware of current pupil performance.

Because we wish to avoid teaching solely to assessment, we will be able to find evidence in exercises and small tasks which meet different criteria. There is an expectation however that students will develop skills in planning, writing and checking longer, more developed pieces.

Evidence for this feedback will be visible in student books and students will be given opportunities to reflect on this feedback - again evidenced in their exercise books. There is no expectation that every page will have evidence of marking and we recognise that feedback has many forms. Staff are encouraged to avoid a "tick and flick" approach.

Tracking and self –assessment sheets can be stuck or hole punched in exercise books – these need to form part of pupils reflecting on their work and targets. The HoD expects these to be in place and checks will take place – uniformity is not required – consistency is. Most team members have them in the front of the books.

Success criteria must be shared before any assessed work – this may not always be visible in books but it is advisable for later reference.

Key Stage 4: At least once per half term the key skills of Reading and Writing will be assessed with targets identified in their books. These will be related to the GCSE 2015 course. Students will be given opportunities to access that feedback and improve their skills accordingly. Because there is no controlled assessment, the department has model assessments and teachers will be able to personalise them for their classes to make them relevant and appropriately challenging. Students will reflect on these targets before completing the next similar assessment.

Teachers, in pairs, will be provided with one hour of cover per half term in order to undertake moderation of assessed work in Reading and Writing.

We will share our experiences in department meetings as we learn about the new specification and the implications on our students.

Key Stage 5: In the first weeks of Year 12 and Year 13, students will complete a common task with targets identified on them, recorded in their tracking sheets, both available departmentally and in their own folders for future perusal.

TWICE per half term in Years 12 and 13, students will be assessed for the Reading skills by each teacher, again recording their targets for future perusal. Teachers will use these targets to shape teaching and students will reflect on them at the beginning of the ensuing assessments. **ONE** of these must a timed assignment but teachers can differentiate the level of challenge and support in lieu of the stage of the two year course.

For all Key Stages, teachers will upload marks on Go4Schools in the appropriate fields to ensure the data is accurate. The Head of English will edit the weightings to ensure that the data reflects current attainment.

Where possible, markbooks on Go4Schools will be set up to roll over the prior attainment of students.

1b. Success criteria shared with students during the unit:

Department Policy on Sharing Success Criteria:

The key skills are emphasised to students at the start of each unit. All lessons relate to some aspect of the key skills and students are made clear of this during the lesson. Before an assessment is started, the success criteria are shared and, if necessary, explained and explored.

Modelling is essential in this respect to show pupils what they are trying to achieve. Tuesday CPD has evidence of this modelling process and resources are shared on the Departmental ONE NOTE for future sharing with students.

Showing pupils what a good or effective response looks like demystifies the process and allows them to see key skills in action. For example, there are marked responses on the AQA website for GCSE Paper 1 and 2 questions which can be printed and shared with pupils which have now been uploaded onto the Departmental ONE NOTE.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

All teachers will use G04schools, tracking sheets and similar assessments to monitor progress. The department will share their varied tool kits in peer assessed work scrutinies and learning walks, agreed by mutual consent as part of professional development.

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Policy on Engagement with Feedback:

The draft work approach will provide evidence of students engaging with their targets and improving upon their key skills.

Pupils could record conversations in their exercise books or simply script their targets in light of the verbal feedback.

Trials with “Verbal Feedback” stamps highlighted an increase in workload with no discernible impact on progress.

Pupils complete their own feedback sheets at the front of their exercise books.

Pupils could complete a part of an assessment and then act on mid – assessment feedback from the teacher

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Key terminology for the assessment will be shared with pupils and will be expected to be spelt correctly in assessments. General spelling rules are expected to be covered and not necessarily the correction of every individual word. However, it is expected that commonly misspelt words are identified and appropriate steps taken for pupils to reflect on them.

The expectation is that pupils at Key Stage 4 and 5 will have access to critical terminology throughout their course, supporting documents will be available on Metro Central / English.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

Each assessment will start with a review of the relevant previous assessment to re-affirm targets. For the key assessments an appropriate level/grade will be given and students will fill in their tracking sheet to monitor their performance/improvement against the key skills. Areas for development will be provided and recorded in books and for KS5, in tracking sheets and pupil folders.

3. Monitoring of Marking and Written Feedback

Department Policy on Monitoring of Marking and Feedback

At Departmental meetings, at least one agenda item will relate to the sharing of good practice. All teachers within the Department are encouraged to watch each other teach at least 1/year for which cover will be provided. *Evidence of good practice collected by HoD and shared.*

The expectation is that staff will feel increasingly confident to watch and be seen by supportive colleagues and to video and to personally reflect on their videos. Work with CE Groups will support this. *Programmed work scrutinies to monitor timing and impact of written feedback.*

Techniques are to be shared with colleagues and the Head of English. Learning walks and work scrutinies have already happened and will take place each term. We will share our experiences of marking policies having trialled them for two terms and each teacher will outline their approach going forward. The departmental ONE NOTE records the outcomes of all learning walks. *Evaluation from Teachers and students to inform revision of policy.*

Some department meetings will have a key stage emphasis but all will have a clear Learning and Teaching focus. The Department will provide examples of Outstanding practice in their own teaching and provide evidence from other institutions. *Collection of information to evaluate the impact of written feedback on learning and progress of students.*

Department Policy on Verbal Feedback

Feedback will be phrased positively and scaffolded to meet the ability and needs of the individual pupil.

The English department recognise the power of one to one verbal feedback - it engages pupils and makes them feel valued. It allows teachers to get to know pupils better and therefore is a keystone in effective relationship building. Conversely it is expected that the verbal feedback will take longer for larger groups.

The "Verbal Feedback" stamp will be used in books to record verbal feedback has taken place. Pupils will record the outcomes next to the stamp and will support "Target Reviews". The stamp was a waste of time with no discernible impact on standards.

Key Stage 5

Tutorials will encourage students to complete a task and as a result, students can either make notes during the conversation or record self generated targets and show through DIRT task or summary. The tracking sheets will have a space for the findings of this verbal feedback.

The ways in which these can be managed are varied depending on the member of staff but will be shared on the English Learning and Teaching board and on Metro Central, they will also be discussed at English department meetings.

Department Policy – Collecting Feedback for ourselves

A range of techniques is employed to vary the ways in which teachers routinely collect information for themselves in the classroom.

For example:

The department uses:

Mini whiteboards

surveys

Post-it notes

Progress against lesson objectives

Pupil interviews

Traffic lights on assessment based exercises

Group based work - mantle of the expert

Be flexible and confident enough to swiftly react to the information during the lesson or in the ones immediately afterwards.

Evidence of developments in departmental use of techniques which allow teachers to collect information for themselves.

Learning walks and PM lesson observations.

Peer observations which feed into Departmental T&L

Development plans.

The department conducts data drops to map the progress of different cohorts and groups of students.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3	Exercise books	All in policy above.	All in policy above.	All in policy above.	All in policy above
KS4	Exercise books / Folders				
KS5	Folders				

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
J Hibbert	2008 – Present Examiner, TL and Moderator.	AQA, Edexcel, Cambridge.
E Perchard	2012 – Present Examiner + TL	AQA

Examples of best practice

Each member of the team brings their own excellent techniques to the table and these vary from year to year. Pupils in English typically take great pride in their work and their exercise books show high standards of presentation. The feedback from the team as a whole is a strength and the trials have shown that pupils responding to the feedback before the next assessment rather than simply re-drafting a paragraph highlighted ensures a greater rate of progress. There are few, if any pages which have “tick and flick”

The department is very strong in sharing modelled responses, success criteria and exam specific documents which are then used to highlight what needs to be done for the pupils.