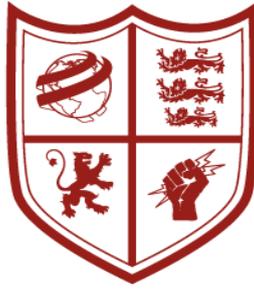


Stretford
Grammar School
Aspirat primo fortuna labori

Marking and Feedback Policy

Ratified by Governors : December 2016



Date of Review: November 2019

Member of staff with overall responsibility: Miss E. Wood

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Aim

- To ensure that students have their work marked (and where appropriate, assessed) to improve learning, build self-esteem, support the monitoring of progress and inform future planning
- To enable written feedback to be an effective tool for learning and further progress
- To provide feedback which helps students to recognise the strengths of their work, how to improve their work and shows that their work is valued

Rationale

The monitoring of student learning and progress through regular and thorough marking and assessment of work is one of the most important parts of a teacher's professional responsibility.

Marking is most effective when students know:

- The purpose of the task
- The assessment criteria
- To what extent they have met the assessment criteria
- How they can improve their work/make further progress

Effective marking enables:

- Students to understand that their work is important
- Students to receive clear feedback on their work including clear targets , guidance and support on how to improve their work
- Parents/carers, teachers and students to receive information about progress

- Teachers to gain an understanding of aspects of teaching and learning which need more attention to inform planning, delivery and assessment
- Teachers to evaluate what students can and cannot do; to provide guidance and set targets for further improvement
- Underachievement to be identified and dealt with promptly
- The school to undertake its statutory commitments in setting informed targets at Key Stages 3 and 4
- Variations in performance to be identified (gender, ethnicity, FSM, SEN)

Marking of students' work

In order to monitor the quality of teaching and learning and the quality and regularity of marking, Learning Walks will be carried out by SLT and Curriculum Leaders, which will involve short visits to lessons. Staff will be provided with written feedback; any issues identified will be followed up with the member of staff and communicated to the Curriculum Leader (where the Learning Walk was carried out by a member of SLT).

- Work should be marked regularly, promptly and thoroughly to monitor students' progress
- All work should be marked (recognition/acknowledgement marking) but not every piece of work needs to be necessarily marked in detail.
- **All pieces of written homework should be marked**
- In addition to recognition marking and the marking of written homework, Strength and Target comments should be provided on work at least twice a half term or every four weeks, identifying what has been completed well and providing guidance for further improvement
- Students should receive a NC level, GCSE number/grade or A Level grade for assessed work at least five times a year/ every half term
- All assessed pieces of work (non-exam) should be returned to students within a fortnight
- Within Technology at Key Stage 3, students will complete a minimum of 2 assessments per topic rotation within the key subject skill areas.
- Students should be aware of target levels/grades and their progress towards achieving these
- Target levels/grades should be recorded on the front or inside covers of all books and folders at all 3 Key Stages
- Ensure that marking supports key literacy points: key subject terms should always be corrected; sentence punctuation should always be corrected where it impedes meaning
- Students should be given time to reflect and act upon comments provided on their work
- Students should be provided with opportunities for both self and peer assessment
- Practical subjects (Art, Music, Technology, PE) should ensure that grades are recorded for practical work and that students receive written, as well as verbal, feedback.

The role of Curriculum Leaders

- To ensure work is marked regularly and thoroughly
- To monitor the effectiveness of the Marking Policy by conducting regular Learning Walks and work scrutinies (each half term), providing feedback on marking to staff and monitoring any concerns through follow up and support
- To monitor the pace and quality of work completed
- To support staff with marking and assessment, where necessary, through moderation and marking schedules
- To identify and schedule key assessments which will be communicated to students (and parents/carers where appropriate)
- To organise moderation/standardisation of key assessments to ensure consistency
- To ensure that new members of staff are fully aware of and supported with marking expectations

INTERIM Whole school marking policy (numbers are used at GCSE as new specifications are implemented)

GRADE	DESCRIPTION	CRITERIA
A* 8 and 9	Excellent	High quality response to the task. Has shown initiative in organising response and has completed all the elements.
A 7	Very Good	High quality response to the task. Has completed all the elements.
B 6	Good	Overall a good quality of work. Some elements of A/7/8 but with some weaknesses to be corrected or has missed some elements of the task.
C 4 and 5	Acceptable	Acceptable quality of work. Some weaknesses to be improved or lacking in detail in a particular aspect.
D 3	Weak	Significant weakness/important aspect of work incomplete.

E 2	Unacceptable	Work might be incomplete/lacking depth/poorly presented/revealing little thought or preparation.
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