



# Tamworth Enterprise College

## Marking & Feedback Policy

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| This model scheme and plan was adopted and ratified by Tamworth Enterprise College on: | 16/09/18 |
| Academy staff were consulted on this document and it was accepted on:                  | 16/09/18 |
| It was ratified by the Governing Body on:  |          |

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## 1. POLICY STATEMENT

All teaching staff are required to mark the work of pupils accurately and frequently, providing written or oral feedback to pupils, set targets for future improvement and encourage pupils respond to that feedback. See [Teachers' Standards](#).

The regular marking of pupils' work is an essential and integral part of teaching and learning. The purpose of this policy is to ensure consistency within and across departments by providing guidelines for teachers and to ensure pupils, and their parents, benefit from high standards of marking.

## 2. AIMS AND OBJECTIVES

All marking and feedback should:

- be frequent, accurate and lead to pupils' progress;
- check the accuracy of pupils' work;
- support the improvement of spelling, punctuation and grammar;
- provide formative information to pupils for the next stage of their learning;
- provide diagnostic information regarding the strengths and weaknesses of individual pupils and groups;
- promote self and peer-assessment, whereby pupils recognise their learning challenges, and are encouraged to accept guidance from others;
- provide a basis both for summative and for formative assessment;
- support the AET Inform Assessment policy with age related expectations and the Mastery Flow Model underpinning how we assess in the classroom.

## 3. ROLES AND RESPONSIBILITIES

It is the responsibility of the **Governing Body** to establish a policy and procedure for marking and presentation and to monitor the effects of the procedure.

It is the responsibility of the **Principal** to ensure that there are consistent standards for marking and presentation across the Academy with a view to increasing and

accelerating pupil achievement from their starting points, including the progress of pupils with special educational needs and those pupils known to be eligible for the pupil premium funding and Year 7 catch up funding.

It is the responsibility of all **teaching and educational support staff** to familiarise themselves and comply with this policy and procedure in accordance with the [Teachers' Standards](#) and Occupational Standards.

## 4. MONITORING AND REVIEW

The Assistant Principal will report on the Policy to the Principal, as appropriate.

The Principal will report to the Governing Body on any relevant aspects of the working of the Policy.

The Governing Body will review the Policy every two years.

## 5. PROCEDURES

### 5.1 Monitoring and Evaluation

All teaching / support staff are responsible for securing the effective implementation of the Marking and Feedback Policy in their subjects/ classes.

#### **Heads of Department must:**

- see samples of pupils' work on a regular basis;
- keep records of all book scrutinies/checks/looks; and
- provide appropriate feedback to staff following the book scrutiny/checks/looks.

**SLT under guidance from Assistant Principal must** ensure that the above process is implemented.

All of this work is monitored routinely by SLT during book checks.

### 5.2 Requirements

- All teaching staff are required to provide feedback to the pupils in the form of 'What Went Well (WWW) and Even Better If (EBI)' or by highlighting relevant aspects of success criteria and ARE sheets.
- Marking is the responsibility of the class teacher. Work should be marked every 3 weeks, to ensure you maintain regular marking and feedback.

- Where the burden of marking is extremely heavy for an individual teacher due to number of groups the frequency of marking will be agreed by the principal.
- All teaching staff are responsible for setting DIRT (Dedicated Improvement and Reflection Time) activities to encourage continued learning and reflection from feedback. DIRT activities are to be clearly evident after a marking cycle.
- DIRT tasks may focus on progress, reflection and/or amendments or corrections of students work.
- Self and/or peer assessment is encouraged and may be used within marking cycles each half term.
- Use of feedback sheets are acceptable.
- Stop the Clock assessments should be marked by published deadlines (via Assessment Calendar) using the AET subject criteria.
- During periods of internal examination sessions across all key stages it is acceptable to set additional revision homework alongside standard set homework.
- Failure to achieve a pass mark in any formal assessment will result in Additional Learning Time and a compulsory re-sit of the test/assessment.
- The Academy will use the agreed AET system for reporting on students ARE.
- Students will be set challenging targets based on KS2 data.
- To monitor progress, all students will complete formal assessments in line with the Academy assessment calendar and data collection points.
- Teachers will mark in red pen.

### 5.3 **Marking for literacy and presentation:**

Work will be marked for:

- **spelling, punctuation and grammar** (see Literacy Policy ); SPaG symbols will be used to highlight errors
  - Sp for a spelling error
  - P for punctuation error
  - C for capital letter omissions
- **presentation**  
following presentation guidelines found in exercise books.

## 5.4 Target setting following formal assessment

Written targets must indicate clearly to the pupil the short-term actions that they have to take to improve their standard of work. This is best achieved by not only setting a target, but also by saying precisely what it is that the pupil has to do to achieve the target. These will be formulated from the ARE not achieved during the most recent assessment.

## 5.5 Teacher comments

Teacher comments on a piece of work must be in the form of 'WWW & EBI' and must include some consideration of the following:

- what the pupil has done well. E.G. how they have demonstrated understanding of a concept or how they have applied a skill etc.
- what the pupil needs to do to improve. This should be in language that will be understood and should be explained E.G. '**To** improve your punctuation **by** using
- the possessive apostrophe correctly' or linked to an ARE statement not achieved
- praise should be used and rewards given in line with the Academy policy
- spelling mistakes and other errors that require correction.

Comments must be written in clear and concise language that the pupil will understand.

## 5.6 Recording marks

- Teachers should record all assessment data following the Academy guideline, assessment calendar and using Progresso.
- Individual departments should also maintain a departmental database recording all assessed pieces of work.
- All departments should have an assessment portfolio containing examples of moderated assessed pieces based on the ARE outlined in AET's Inform Assessment Policy.