

## Impact North West Schools Teacher's Responding to Student's Learning Feedback/Marking Policy

<b>Date approved:</b>	September 2024
<b>Approved by:</b>	Impact North West Schools Proprietor Board
<b>Frequency of Review:</b>	Annual
<b>Next review due:</b>	September 2025

### AIMS:

- To raise the level of attainment for all students by giving detailed written feedback on their work.
- To promote the principle of personalised learning in order to foster positive attitudes to learning.
- To raise students' awareness of the importance of responding to teacher comments in order to have a greater impact on future learning.
- To evaluate how well students have met and responded to the learning objectives.
- To establish a school response policy, reflecting the needs of the individual subject but complimenting the overall school policy.
- To improve literacy levels by addressing grammar, punctuation and spelling issues in students' written work.
- To encourage students to become confident and independent learners by providing opportunities for peer and self assessment.

### ROLES AND RESPONSIBILITIES:

#### The Role of the Student

##### A. Peer assessment

#### Students are expected to:

- Work collaboratively and respond positively, providing constructive feedback to each others' learning.
- Reflect upon their own efforts actively comparing their own work to the assessment criteria.

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- Play an active role during discussions.
- Provide constructive feedback on each other's strengths and areas for development.

## B. Self assessment

### Students are expected to:

Respond to teachers' comments.

- Act upon feedback in order to make progress towards achieving the lesson's learning objectives.
- Act upon feedback to enhance learning.
- Be aware of individual target levels and curricular targets.
- Demonstrate understanding of individual strengths and areas for development.

## B. The Role of the Subject Teacher

### Subject Teachers are expected to:

- Share key learning objectives with students.
- Deliver high quality lessons that achieve learning outcomes, using a range of pedagogies and strategies.
- Plan opportunities for students to reflect on their learning.
- Train students to assess their own learning and that of their peers, using standardised criteria that is understood by students. Identify where this approach has been used.
- Respond to students' written work regularly, as outlined in school /department policies.
- Respond to students' written work giving constructive feedback and clear comments on strengths and areas for development (see EBIs below).
- Respond to students' literacy skills.

## The Role of the Curriculum Team Leader

### Learning Leaders are expected to:

- Identify a minimum of two key pieces of work from Schemes for Learning to be assessed using AFL techniques per half term.
- Decide how peer and self-assessment should be used each half term.
- Ensure that the department has a specific marking policy complimenting the whole school policy.
- Agree specific departmental annotations and symbols – although all departments should use Literacy across the curriculum annotations identified in this policy.
- Identify timescales for assessing work (minimum of 6 KS4 per term). However, CTL may require more depending on how often teachers have contact with students.
- Include Assessment for Learning on every department meeting agenda of meetings to monitor that teachers' responses are following policy guidelines.

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- Establish a centralised system of recording levels/grades within the department which feeds into the whole school half termly tracking.

### The Role of Parents and Carers

#### Parents are expected to:

- Support this policy in its intention to impact on their child’s learning.
- Show an active interest in their child’s learning.
- Encourage their child to respond to teacher written comments.

### Categories

**Independent learning (where appropriate) Must be written in the top left hand corner of the page where the pupil’s work begins**

- ❖ I – Work completed mostly independently.
- ❖ S– Needed some help to complete work.
- ❖ T – Needed a lot of help to complete the work.

#### STRATEGIES FOR OPERATING THIS POLICY:

<b>Teacher’s written responses to Student learning must:</b>
Respond to the Learning Objective: has the student achieved the objective?
Highlight (Yellow) and annotate <b>three strengths (STR):</b> Has the student achieved the objective? Where is the evidence?
Highlight (Yellow) and annotate one area for development - <i>Even better if.... (EBI):</i> These will inform the next learning steps.
Acknowledge Literacy Across the Curriculum issues
Use generic written response symbols (provided) and action a student response to the <b>EBI</b>

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***Six step approach to achieve effective assessment marking.***

**Step 1: Share success criteria**

The success criteria is shared with the class and examples are displayed (from the previous year perhaps)

**Step 2: Students produce a rough draft**

Students produce a rough draft of the assessment in their books and is then handed to the teacher.

**Step 3: Identify what has been achieved**

Three things where the student has met the success criteria are identified with a highlighter pen and a note is made of the success criteria which have been met. At the bottom STR (Strength) is written and the three things done are summarised. Literacy (e.g. key words) should have a high profile in the success criteria.

**Step 4: Identify a target for improvement**

Next identify with an highlighter section/s of the work where the success criterion has not been met fully. EBI (Even Better If) is also put at the bottom of the work alongside suggested ways of improving these section/s. All feedback should be against the success criteria. Comment marking should be supplemented by oral feedback against success criteria.

**Step 5: Student reflection and response to marking during (Make a difference) MAD time**

Students' work is returned so a final copy of their assessment can be produced. This must include the suggested improvement. When redrafting students could put improvements in a **purple font** if using a computer or **purple colour pen** so they stand out. This identifies how the student has '**closed the gap**' between their answer and their target grade answer.

**Step 6: Grading work and returning to students**

The final drafts are graded. No comments are written on these. This does mean that they may compare levels with peers.

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**Literacy across the curriculum marking.**

Each teacher should consider the ability of each child and the level they are working at. Appropriate corrections for one child may not be appropriate for another. Corrections and feedback should therefore be tailored to the individual child to move forward.

A whole school Literacy Marking Key must be in the front of pupil’s books.

**Marking Symbols**

Symbol	Meaning
STR	Strength
EBI	Even better if
FS	Fullstop
SP	Spelling: word underlined for correction
P	Punctuation
NP //	New paragraph
BW	Better word
?	This doesn’t make sense
^	Omission
SP	Capital letter required

Mistakes are underlined or circle

Literacy mistakes will be identified by using the whole school literacy marking symbols and highlighted with a line or circle. The student then goes back and makes the correction. However, pupils must be given time in lessons to respond to feedback and correct mistakes during MAD time. Research shows that the more actively involved the learner is in their learning, the more progress is made.

It is expected that:

- Each teacher must consider how they will operate the school policy specifically focussing on practicalities: identification of assessment pieces that will be marked using AFL approach, how the department will surface mark, how the department will operate peer and self assessment, the use of highlighters, training students to peer & self assess.

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- Each teacher should use the whole school symbols when responding to work.
- Subject learning leads may want to develop a portfolio of levelled/graded work.

**MONITORING:**

**Procedures and protocols**

- Subject learning leads will monitor a sample of student assessments at every subject meeting.
- SLT will conduct more focussed scrutinies of student learning and progress half termly.

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