MARKING AND FEEDBACK POLICY

Last Reviewed/Updated: 15.10.2017
Next Review/Update: 15.10.2018

Introduction:

We believe that good quality marking and feedback is one of the keys in developing our students to be successful.

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them guidance on how to improve their learning. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning.

It enables students to tell college leaders about the effectiveness of their learning and the intervention they deserve to improve. It helps to build a high trust environment between students and staff

Aims:

Our policy aims to:

- Ensure effective marking and feedback for all students with the purpose to improve student learning, inform teaching and measure progress.
- Create dialogue between students and teachers which leads to students achieving at or above their target attainment
- Not restrict subject specialism and existing good practice in marking and feedback.

It is essential that we understand this policy in terms of key stakeholders:

For students:

- To inform them of their progress (with relation to their target grade) and identify the positive elements of their work.
- To identify areas for improvement and to enable them to respond to feedback and targets
- To develop, through their response to feedback, greater independence of learning
- To self-assess their progress against prior assignments and to action the feedback from staff

For teachers and college leaders:

- To inform them of the progress that students are making
- To diagnose individual learning needs in future assignments
- To evaluate the impact of teaching practice on students
- To inform future curricular planning to meet the needs of **all** students

Marking

Feedback may be verbal, written or by other methods such as on-line, meetings or by phone; it encompasses all types of activity.   By marking we mean the specific written comments on students' written work.

Effective marking:
Effective marking takes a variety of different forms depending upon particular subject, the timings of the assessment calendar and specific student needs. The following principles are intended to provide a framework only. Effective marking should:

- Provide constructive feedback which helps students with their progress to target
- Provide opportunities for students to mark/assess/evaluate their own and others' work
- Engage with subject-specific knowledge, language, understanding and skills
- Support consistently high expectations of the quality, presentation, spelling and grammar of students' work
- be promptly and regularly undertaken in all classes and all subjects
- Set specific targets or next steps in clear language
- Feed into the planning of future teaching activities

Good marking practice at RIC:

This will reflect subject specific demands but should include:

- The use of peer marking or editing of assignments by students prior to teacher marking
- Focusing marking on a single feature, which has been made explicit to the students
- Using previous marking and encouraging students to self-review e.g. for spellings
- Sharing exemplar material with the class to model the expected outcomes, highlighting examination board reports /markschemes
- Collating common issues that arise from marking and sharing these with the class or groups of students
- Marking written work with detailed comments. It is important that time be given in the subsequent lessons for students to read and assimilate feedback and it is expected that for all formally marked work there should be a student response. This can be done on prepared feedback sheets (See Appendix 1)
- Marking on line. This may be separate or in parallel to marking on paper and will be facilitated by the VLE (Virtual learning Environment)
- Be an important reason for intervention with students.

Feedback

Feedback can be in a variety of forms and styles and will reflect good practice identified above. Where practical key verbal feedback should be recorded or acknowledge when it has been given.

Feedback can be given continuously and should not be limited to set times or unit end.

Feedback to parents is a key method of repeating and reinforcing feedback given to students. Electronic feedback, termly reports and phone calls are all part of this and will reflect the comments the students have received in more formal marking from homework and examinations.

Marking and feedback frequency:

For all students feedback may occur every lesson in some form, especially verbally.

For senior school and GCSE students it is expected that there is marking and formal written feedback at least once every two weeks per subject

For A-Level students it is expected that there is marking and formal written feedback at least once each week per subject.

Attainment Criteria

All key assessment criteria should be published to students for key assessments. Students need to know what they have to do to reach their targets. This should be given to students at the or near to start of their courses and held in the front of their files.

Examination grades should be used on summative assessment assignments.

Annotation of work

- Marking is not about correcting everything. Teachers highlight errors - students correct them. Correction time needs to be built in to class and homework routines
- Teachers should not feel that they have to mark every spelling and punctuation error. Teachers should mark subject-specific spelling errors (key words or target vocabulary)

File Check

The expectation is that all students have their files checked at regular intervals. This should be done at least once each term.

Student files should be relatively neat and in order of content taught. Assessments and key assignments clearly distinct from other content.

Files should have a date and teacher's initials of the check. For most student files this process should only take a few minutes and can be done as part of feedback in lessons.

Where files are a cause of concern this must be followed up with more regular checks then put in place.

An example of a 'File Check' template is Appendix 2.

It is recommended that from this policy subjects construct a simple action plan of how for staff and students (Appendix 3)

It may be the case that to achieve the aims and practical implications of this policy staff will need additional training on best feedback and marking practice.

Appendix 1: Marking Template

A-Level Feedback

Student:		Subject:	
Title of Work:			
Previous target/s:	*Please circle:*	Met Not Met	
Comments:			
Key Feedback Comments:	• • • • •		
Student Prediction Grade (based on the above comments):			
Actual Grade (Only to be given when students have read the above and stated their prediction):			

Appendix 2: File Check Template

A-Level Feedback: File Check

Student:		Subject:	
Cohort:		Tutor:	
Key Comments:			
Actions Needed:			
Staff Name:			
Staff Signature:		Date:	

Subject Action plan for marking feedback

Each subject area should list key actions for their staff, their students and any additional subject notes.

Subject Summary:

Teachers will	Students will	Subject Notes