

Quality of Education

Assessment, Marking & Feedback

Policy 2023-24

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1.0 Intent

Greenfields Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking and feedback is a key aspect of staff's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

Our marking policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject or self-regulation specific. Our marking keys clearly link to the support a pupil has been provided to paint a clear picture of what is happening every day in classrooms at Greenfields.

This policy aims to ensure that marking and feedback:

- Uses marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment of knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Expects children to use methods to indicate their own understanding of their learning.
- Expects children to explain how they think work can be improved.
- Makes effective use of response partners to respond to their peer's work.
- Develops children's ability to proofread, edit and improve a piece of work before the teacher sees it.
- Uses tidal levels to inform and reflect marking & feedback.
- Enables teachers to communicate achievement and progress with other stakeholders.
- Creates a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

2.0 Implementation

In review of the previous M&F Policy in March 2023, a collaborative discussion focusing on workload was held between colleagues with M&F mentioned prominently. This initiated a review and in conjunction with recent research and analysing other effective policies with the trust the policy was adapted. The adaptations have been designed to reduce workload and enable staff to focus on expert delivery of lessons as well as providing clear, concise feedback to further students' academic capabilities. Children will be expected to complete any lost learning or feedback in agreed allocated time, either within PACE focussed morning sessions or at an opportunistic point of a lesson.

Teachers, Instructors and HLTA, including those working independently with a group, in all Key Stages, are expected to:

- Ensure marking is completed within a week of the work being completed.
- Use GREEN ink only to mark all work.
- Respond to children's work verbally although they will always "mark" that the work has been assessed/discussed.
- Ensure written and verbal "marking" becomes more complex as the child gets older.
- Provide responses that consider the learning objectives of the activity/area of the curriculum. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- Focus marking on the EEF's recommendation (see 2.1) of task, subject or self-regulation specific. Any written marking will be seen and responded to by the pupil in PURPLE pen.
- Writing – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child.
- Ensure all verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a personal comment such as "well done" or "good" time after time. **It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.**
- Be conscious that It is not appropriate for written comments to be made upon every piece of work. Teachers agree targeted pieces of work. Individual colleagues make written comments as and when necessary.
- Encourage children to evaluate their own work, taking into consideration the shared learning objectives and any previously individually set targets.
- After marking, children reflect, correct and address any misconceptions within lessons following feedback.
- Assess pupils progress and achievement via appropriately differentiated learning tasks, using a range of formative and summative assessment strategies, in line with the STEPS provision.
- All staff to be provided training by SLT to explain the M&F policy and offer drop in clinics for staff who need extra support.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum in accordance with the Tidal provisions.
- All pupil's books and digital folders must include the relevant STEPS descriptors, the descriptor should only show the AAP range in which the pupil is working however may include the next range if they are working at the boundary. PSHE & Careers will show progress against content and coverage. Progress should be indicated on these descriptors at 4 key points during the academic year and highlighted in the following colours:
 - Baseline Assessment – October – PINK
 - Data Entry Point 1 – January – ORANGE
 - Data Entry Point 2 – April – GREEN
 - Data Entry Point 3 – July – BLUE

- Time is regularly set aside to enable children to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher within the lesson (time allowing) or as a focus during PACE morning sessions.
- Children’s editing, corrections and responses to marking are written neatly in PURPLE ink.
- Targets and development points are written in GREEN.
- Presentation of books are maintained to a high standard – e.g. No Graffiti, No Doodling, Pages are not folded over when stuck in books.

2.1 Current Educational Research

Feedback more likely to move learning forward			Less likely
Task  <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	Subject  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	Self-regulation strategies  <p><i>Feedback is focused on the learner’s own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</i></p>	Personal  <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p>

The EEF’s recommended marking suggestions.

2.2 Subject Specific Marking & Feedback

Within the context of individual subject areas, predominately more practical subjects, this policy allows scope for subject specific techniques and strategies for Marking & Feedback to be applied. However, for clarity, that is not to say subject leaders can apply their own policy which supersedes the academy wide approach detailed here. This merely allows for subject leaders to apply specifics in relation to their subject in addition to this policy. Subject leaders must detail any specific techniques/strategies within their Curriculum Leader file. Where scrutiny is undertaken this can then be evaluated alongside the M&F policy.

Some examples where this may occur are;

- *Physical Education (practical) – All year groups will have a performance folder where images are captured for evidence (Once a week) and then RAG rated against the L.O. NGB award scheme progress/achievement are also stored in the performance folder. Video files are used to further support evidence particularly within GCSE groups and can be saved with annotation and shared with stakeholders to demonstrate progress. Theoretical learning, would follow the academy M&F policy.*
- *Accredited Learning Courses/Awards – Where an awarding body requires assessors/teachers to follow a set technique for M&F. Subject Leaders should again note this in their Subject Leader files for accredited learning within their subject area (e.g., NCFE L1 Award Food & Cooking in Creativity).*
- *Computing – Will have a subject book used to record all unplugged activities. All plugged activities will be saved digitally on the pupil drive for evidence.*

2.3 Hinge and PACE

Hinge Questioning and Verbal Feedback

Hinge Point Questions are diagnostic questions asked at the point in the lesson called the 'hinge' where you need to check if your students are ready to move on. The responses give you evidence about what you and your students need to do next.

- They are used during the learning to check understanding of key ideas and/or concepts so the teacher can decide next steps.
- All students can realistically respond in less than two minutes, ideally in less than 1 minute.
- Teacher can realistically view and interpret all student responses in thirty seconds. .
- Questions are structured so that students cannot spot the right or wrong answers.
- These will be seen within the lesson as an assessment check.

PACE (Personalised, Caring, Aspirational, Engaging)

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher. PACE focussed mornings take place every morning (Mon-Thurs) as part of every classes timetable. These offer set times to respond to marking from the teacher during that week alongside other social, emotional, Mental health activities. Teachers use the PACE mornings to assess work, complete any missing work or offer an extension of learning to stretch progress. Any work completed by the pupils in PACE mornings are written in PURPLE pen.

2.4 Marking Scheme

Marking keys are visible at the back of each book and folder. They are used to indicate the support provided by the staff. These are used to paint a picture of each lesson. They do not always need to be accompanied by a comment but any further support must be acted upon. These can be acted upon verbally and instantly in the lesson or within PACE curriculum mornings

Example marking keys for pupils using purple pen

Marking Keys



Scribe	(S)	Check understanding	(C)
Explanation	(E)	Grammar/Spelling	(G)
Demonstration	(D)	Peer Support	(P)
Verbal prompt	(V)	Behaviour Support	(B)
Independent	(I)	Hinge support	(H)

All marking to be completed in **GREEN** pen

PACE learning to be completed in **PURPLE** pen
and marked by the teacher in **GREEN** pen

Key	
S	Scribe – a member of staff has written the work for the pupil.
E	Explanation – pupils receive additional one to one support and explanation.
D	Demonstration – staff members demonstrate a task, process or activity.
V	Verbal Prompt – pupils are prompted by staff to continue/develop their work.
I	Independent – pupils work independently with no additional support from staff.
C	Check Understanding – staff have checked the pupils understanding of a task.
G	Grammar/Spelling – pupils need to correct grammar or spelling misconceptions.
P	Peer Support – a pupil has worked in a group or gained support from a peer.
B	Behaviour Support – negative behaviours were addressed in lesson.
H	Hinge Support – pupil has had support after misconceptions during the hinge question.
GREEN	Teacher Marking and Feedback
PURPLE	Pupil response to marking and feedback or work during PACE learning.

All work undertaken by anyone other than the class teacher (e.g. cover supervisor) is marked and initialled. All children are taught to understand, interpret and use these marking symbols within their own work and in response to another child's work.

3.0 Impact

This method of marking allows pupils to take responsibility for their own learning and motivate them to improve and reflect on their own, and the work of others'. Thus, developing independent and reflective thinkers.

The aim of this marking is to reduce teacher workload whilst simultaneously providing children with user friendly feedback. Teachers will spend less time marking yet still have the same oversight of academic progress and more time dedicated to planning and producing high quality learning opportunities to children.

4.0 Review

Date Written: June 2021 B. Archer

Reviewed: October 2022 N. Jackson & M. Hemming

Reviewed: March 2023 N.Jackson

Reviewed: June 2023 N.Jackson

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END

