

Implementation Date: September 2015

Trustee Body Sub-Committee responsible for review: Teaching & Learning

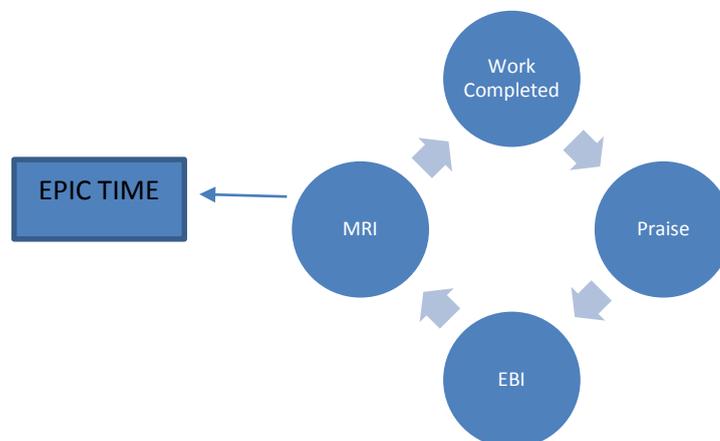
Trustee Approval Date: October 2017

Review Date: October 2018

## I. Introduction

- I.1 This policy was initially formulated by the Teaching and Learning Team. The purpose of the policy is to ensure a consistent approach to giving deep diagnostic feedback (verbal or written) in all appropriate subject areas. At the heart of the process is a learning dialogue.
- I.2 The primary aim is to ensure that marking impacts positively on students' progress over time through **meaningful and motivational** feedback that is at a **manageable** level for teachers. The academy recognises that marking practice must have the desired impact on student outcomes if it is to be useful.
- I.3 This policy aims to set out the consistent approach to the way students' work is marked, so that students feel valued and have a clear understanding of how well they are doing, how their key literacy skills are developing, and what they need to do to improve. Marking will help students to improve their work, will accelerate their progress and will inform teacher planning and monitoring.

Teachers are expected to mark books regularly (expectations for marking are highlighted in section 1.5) and in addition provide detailed feedback using the following model:



**PRAISE** – Before giving any diagnostic feedback teachers should draw out a positive from the student's work. The comment should be **developmental and motivational**. These should be written in **red pen**.

### **EBI (Even Better If)**

These are statements which give specific, advice on how to progress to the next success criteria or improve work. There should be an element of challenge or a specific task such as redrafting a piece of written work, answering a question or self-assessing against success criteria. These should be written in **red pen**.

### **MRI (My Response Is) & EPIC Time (Evaluate, Pinpoint, Improve, Celebrate)**

The student responds to the EBI during EPIC time (see below) in lessons to review their learning. Work undertaken in EPIC time is written in **purple pen** (PPP – Purple Pen of Progress) and should relate specifically to the piece of work in question. The MRI may have a Literacy focus where appropriate. (See section for Literacy annotation)

### **Purple Pens of Progress (PPP)**

These are issued to all students and are used in all subject areas to show clearly how they have developed their work or complete follow up work.

Department proformas for EPIC time should be developed so that a consistent and specific system of feedback is deployed by each Curriculum and subject area. The Academy's T&L team can be consulted. New teaching staff should be inducted by HODs on how to use EPIC time effectively.

The regular marking of a student's work should:

- Act as a check that the work has been done
- Provide feedback to students to accelerate future progress
- Motivate by offering praise and encouragement
- Provide evidence for the purpose of assessment, planning and reporting
- Comment on the clarity of written communication in a range of work across the curriculum
- Provide a clear picture of students' progress over time

Frequency of marking will depend upon:

- Frequency of lesson (number of times per week students are taught)
- Practical aspects of the subject
- Learning milestones: not all work can or should be marked in detail. Within each unit of work departments will identify a finite number of key pieces of work for more in depth criteria based quality marking.
- The written content of the work.

It is expected that books are marked regularly so that there is a continuous learning dialogue between teacher and student. Our policy gives recognition to the disparity in curriculum time across subject areas.

For core subjects work should be marked 3 times per half term and it is expected that there will be a **minimum** of 3 extended MRIs given per half term (Assessment work may form part of this EBI/MRI learning loop)

For foundation subjects work should be marked 2 times per half term and it is expected that there will be a **minimum** of 2 extended MRIs given per half term (Assessment work may form part of this EBI/MRI learning loop)

Given particular demands on teacher workload at specific points of the academic year a tolerance of a 3 week gap will be acknowledged at certain points.

In all subjects:

1. There should be a balance between teacher, peer and self-assessment
2. Teachers as part of routine marking should check any peer and self-assessment
3. All work should be acknowledged and where necessary commented upon by the teacher
4. There should be regular red and green pen marking
5. TCA marking codes should be used
6. Presentation of students' work should be challenged/praised as appropriate
7. All student MRI work should receive some feedback

Extended Writing is a priority area for all subjects, there should therefore be opportunities for extended writing where applicable. The term 'extended writing' or 'extended written work' refers to any piece of writing that is longer than a paragraph, and requires a student to consider and apply his or her literacy skills.

### **The Marking Criteria**

Classwork and Homework will be marked by all teachers using the following 'light touch' notation:

<b>PM</b>	Purpose Met	The aims of the piece of work have been fully met. When measured against the task set, preferably in direct comparison with success criteria, the student has succeeded in all parts of the task and concepts have been understood.
<b>NY</b>	Not Yet	The student has not demonstrated understanding of at least one of the success criterion or has not yet completed the learning necessary. As part of the learning loop an EBI and MRI may follow to ensure any gaps in knowledge and understanding are filled.

**N.B. PM/NY notations should be made next to each Lesson Purpose when marking student work (Preferably in the margin)**

Praise is an essential element of the feedback loop. Effort should be recognised with a personalised statement. Departments have developed exemplar statement banks.

In line with whole Academy data collection protocols there will be three termly data collections. It is the responsibility of class teachers to provide students with this data, allow them EPIC time in lessons to update their PTPT (Personal Target and Progress Tracker stickers) and to choose progress statements to advise them on how to improve. The process following data collections is as follows:

- The progress stickers should be updated with correct data after each data collection which should be accompanied by positive developmental progress statements which should specifically highlight the skills and knowledge students need to develop further to make progress.
- All students should be made aware of their target, current attainment level and what skills they specifically need to develop further to accelerate their progress.

The data entered at data collection by all teachers should be based upon standardised assessment tasks which have been marked using the marking and feedback criteria outlined above. These should be planned and calendared and be completed at least once per half term per subject. Standardised assessment tasks can include:

- Formal assessments
- Focused practical tasks
- Design and make activities
- Written tasks or tests
- Self-assessment tasks - students use GCSE descriptors and exemplar materials to both assess and set personal targets/standards for their own work
- Peer assessment - using mark schemes and GCSE descriptors students mark and suggest improvements.

### **Spelling, Punctuation and Grammar**

All SPAG feedback should be written in **green pen**. All SPAG feedback should be written in **green pen**. Teachers should clearly write the correct version of a spelling in **red pen** for students to then practice writing out three times in **purple pen**.

Where appropriate, at least one piece of extended written work per subject area, per half term will be required to be marked for literacy. Written work also marked for the purposes of literacy development will be subject to the following notation, in the margin, close to the error:

- **Sp** A key spelling is wrong
- **WW** The wrong word has been used
- **^** A word is missing from the piece of writing
- **?** This sentence/paragraph does not make sense
- **//** A new paragraph is required here
- **NAS** This is not a sentence
- **T** The tense of the piece of writing isn't correct
- **the** A capital letter should have been used here
- **P** A punctuation error
- **The** A capital letter should not have been used here

### **Monitoring – Work Scrutiny Process**

This policy, and the implementation of it, will be monitored by Heads of Department through fortnightly work scrutiny, calendared Drive Team activities and by SLT during learning walks and as part of the QA cycle.

This will be monitored by SLT through line management meetings, as part of an ongoing focus into this area of the Academy Improvement Plan

## **AFL and High Quality Marking**

Our marking policy sets out to explain the basic expectations (see separate summary document) for teaching staff and other assessment techniques that can help our students to make effective progress. In addition it aims to ensure a consistent approach to giving deep diagnostic feedback (oral or written) in all subject areas. At the heart of the process should be a learning dialogue.

The following are the fundamental elements expected as part of our marking processes.

### **PRAISE**

Before giving any diagnostic feedback teachers should draw out a positive from the student's work. The comment should be developmental and motivational.

### **EBI - Even Better If**

These are statements which give specific, skills/grade linked advice on how to progress to the next grade/success criteria or state how to improve work. There should be an element of challenge or a student should be given a specific task such as redrafting a piece of written work, answering a question or self-assessing against success criteria.

### **MRI - My Response Is**

The student responds to the EBI during EPIC time (see below) in lessons to review their learning. Work undertaken in EPIC time is written in purple pen (PPP – purple pen of progress) and should relate specifically to the piece of work in question. The MRI may have a Literacy focus where appropriate.

### **Purple Pens of Progress**

These are issued to all teaching staff and are used by students in all subject areas to show clearly how they have developed their work or complete follow up work.

### **EPIC Time – (Evaluate, Pinpoint, Improve, Celebrate).**

This is the name given to reflection time in the lesson where students are able to read an EBI given by a teacher, respond to it with an MRI and, if necessary, correct or redraft work in PPP. EPIC time can be part or all of a lesson and should be personalised for students. Regular opportunities for EPIC time should be identified within schemes of work in order that students have dedicated time in which to improve and revisit prior learning.

## **Assessment for Learning**

Good quality assessment is essential in helping students to make progress. At the heart of our Teaching and Learning policy is the belief that our students will be more motivated and effective when they have an awareness of working levels, attainment and progress and understand how they can make improvements.

Students have a Personal Target and Progress Tracker sticker on the front of books/folders. Targets and current progress is updated in line with STAR data collections.

### **Assessment for Learning Strategies**

Alongside regular and effective marking (as outlined in the separate Marking Student's Work Policy) there are a range of AFL strategies deployed by TCA staff that play a crucial role in effectively assessing progress and informing planning. At TCA these include:

- The lesson purpose being displayed, shared and discussed with the class every lesson as part of the TCA way
- Success criteria (differentiated by Bronze, Silver and Gold) being shared clearly with the class as per TCA way
- Mini plenaries throughout the lesson so that the teacher can measure progress against the lesson purpose as per TCA way. Mini whiteboard packs are in every classroom.
- Use of traffic lighting to gauge understanding within a lesson, RAG cards in student planners support this
- A plenary at the end of the lesson to inform planning, gauge depth of understanding and personalise learning
- Targeted questioning using a range of Blooms' taxonomy
- Use of peer and self-assessment against shared success criteria
- Modelling of student or exemplar work

## EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
<b>1</b>	Age		X		
<b>2</b>	Disability		X		
<b>3</b>	Gender Reassignment		X		
<b>4</b>	Marriage and Civil Partnership		X		
<b>5</b>	Pregnancy and Maternity		X		
<b>6</b>	Race		X		
<b>7</b>	Religion or Belief		X		
<b>8</b>	Gender		X		
<b>9</b>	Sexual Orientation		X		
Other					