Marking and Feedback Policy

Review Date: January 2022

Amended: 08/02/22

Reviewed Date: September 2023
Next Review due: September 2024

Expectations

Teachers use the 'hunting' method to circulate the students in their class, providing bespoke, personalised, verbal feedback whilst students are completing work within any lesson incorporating individual, independent work. A whole Academy policy was adopted in September 2018 which set out the following expectations:

- **All teachers are mobile** – Teachers are out of their chairs, circulating the room, and 'flash marking' in order to identify individual and broader misconceptions

- **We work on the process of an assessment loop** – This is designed to ensure opportunities for students to learn more, remember more and to give them opportunities to complete a range of work which helps to demonstrate they have met the purpose of the initial SOL which is outlined at the start of the unit

- **Red pen for errors** – Where a teacher provides feedback, clear errors should be noted in red pen, and students' work following this is expected to respond to the re-direction in purple

- **Highlighter for 'could do better opportunities'** – Where a teacher observes an area for improvement in a student's book, this short section will be highlighted and students will respond with a deepened, more advanced response

- **Purple pen for MRI (My Response Is)** – Any misconceptions and errors are expected to be corrected in a student's individual purple pen

- **Verbal feedback should be in every lesson** - Verbal feedback is a sign of good teaching. Teachers should consistently be providing feedback to students to help them to improve their work

- **Denotation of feedback should be regular** – Every student's book will be seen regularly, and this will be clear from highlighter and red pen with purple pen improving that piece of work

- **One piece of written feedback per half term** – This EBI (Even Better If) feedback can be hand written or part of printed resource such as an EPIC sheet etc. It should follow a planned assessment, and its purpose is to act as a reference point for the student, clearly informing them of what they should do next to improve their work

- **MRI (My Response Is…) assessment –** Following the student's half termly written feedback, another follow up assessment will be set by the teacher to check that students are now able to implement the changes to their work based upon feedback. This should be completed in purple pen.

- **Improving student literacy** – Guidance on how to improve spelling, punctuation and grammar will be given as and where appropriate in a written and verbal format

Assessment

One formal assessment per term will take place. The following expectations will apply:

- **All teachers will assess the same piece of work** – This will be communicated   by the relevant leader

- **Whole class feedback sheets will be completed** – Whilst marking, a whole class feedback misconceptions sheet will be compiled

- **Broad class positives and negatives noted and shared** – Through the use of visualisers, any work that exceeds or does not meet expectations can and will be shared with other students as a point of development or comparison

- **Bespoke class misconception lessons** – Often, misconceptions are arrived at as a result of gaps in teaching. Following an assessment and feedback, bespoke misconceptions lessons will be delivered, with class content displayed on the visualizer. This could be a high tariff question, one task, or a range of tasks or questions to give students the opportunity to demonstrate that they have learned from the feedback given

- **MRI assessment lessons** – MRI (My Response Is) lessons will follow, in order to give students a fresh opportunity to demonstrate the same skills as the initial assessment, but in a different context

- **PM/NY** – This misconceptions assessment will be either given a PM (Purpose Met) or NY (Not Yet)

- If the MRI assessment is marked as 'NY' and other attempts to re-teach the knowledge are not successful, a referral for school-based tuition is made to offer further one-to-one work in this area of knowledge

Process

For clarity, the process of the assessment loop is detailed below:

Core purpose of scheme of learning outlined to students	→ Verbal feedback given in all lessons	→ Highlighter and red pen used to 'flash mark' regularly	→ Students respond in purple pen with, for example, a word, sentence, paragraph or calculation improved based on feedback

This is completed in purple	← Students are set an 'MRI assessment' which gives them the chance to show improvement in the area of weakness in their previous assessment	← Students receive an EPIC feedback sheet or an EBI comment to provide writtten feedback on their assessment	← At an appropriate point, an assessment is set

Teacher marks MRI task as either 'PM' (purpose met) or 'NY' (not yet)	→ If NY, a referral to LR is made for school-based tutoring