BRECON HIGH SCHOOL
YSGOL UWCHRADD ABERHONDDU

MARKING & FEEDBACK POLICY

JUNE 2017

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Aim:-

To ensure a broad and consistent approach to the way learning is assessed so that both marking and feedback are meaningful and have value for both the teacher and learner, informing both of the next steps to be taken so that learning and achievement are improved.

Provide Feedback that moves the Learner Forward

"Formative assessment that does not lead to action on the part of the student is summative assessment"

Dylan Williams

The Six Principles of Effective FAR Marking and Feedback

(1)   **Purposeful**
Use of FAR (Feedback, Action and Response) will ensure a clear marking focus and success criteria when the task is set.

(2)   **Partnership**
Use of FAR (Feedback, Action and Response) for all assessed written marking will provide regular feedback that moves learning forward and creates a dialogue with students. A minimum of 1 suitable piece of work will be quality FAR marked per half term, per year group in all subjects

 (3)   **Practical**
Use of FAR (Feedback, Action and Response) will provide opportunities to assess learning in different ways and use a variety of feedback methods – written, verbal, "peer" and "self".

(4)   **Provokes Thought**
Use of FAR (Feedback, Action and Response) will ensure students regularly have dedicated, quality time to improve and respond to feedback.

(5)   **Progress**
Use of FAR (Feedback, Action and Response) will ensure comment focused marking wherever possible to help students progress.

(6)   **Promotes Communication**
Use of FAR (Feedback, Action and Response) will ensure corrections in subject-specific language, errors in calculation and obvious/repeated spelling, punctuation and grammar errors.

PRESENTATION STANDARDS FOR WRITTEN WORK

1. Every piece of work must have a heading e.g. **Gwaith Dosbarth (Classwork), Gwaith Cartref (Homework/Learning)**
2. Every piece of work must have the date in Welsh (exceptions English/MFL).
3. Every piece of work must have a title or lesson aim – **Nod Y Wers**
4. Write in black or blue pen and draw all diagrams in pencil only. Write in green pen for all pupil response.
5. Only use colouring pencils to colour in work– no felt tips in exercise books.
6. Line off your work with a ruler and a pencil when it is complete.
7. Do not graffiti your exercise book and only cover it in clear plastic.

Marking for Literacy

Strategies should be employed in lessons to develop and mark literacy in written work as it is being completed. Teachers will prioritise the focus on corrections in literacy in all assessed work. Spelling and punctuation needs constant vigilance in all subject areas in order to correct obvious and repeated errors. The number of corrections made by each teacher will differ dependent on the age, ability and length of the task completed. In order to promote consistency and to be time effective, every subject area will mark all written work for literacy in addition to subject content using the following:

Mark	Means...
S	**S**pelling error – Underline incorrect spellings and write **'S'**. Students find the correct spelling and write it out three times.
P	**P**unctuation error.
C	**C**ircle the misuse of a **C**apital or lower case letter and write a **'C'.** Students correct this within their work.
//	new paragraph.
?	not clear.
^	Something is missing.
G	general **G**rammatical error. Underline a sentence that doesn't make sense and write a **'G'**. Students re-write the sentence.
H	incorrect use of **H**omophone, e.g. their/there/they're/your/you're.
T✓	Good use of subject specific **T**erminology.
✓	Good, Well-written section –apt and clear.
✓✓	Excellent work.

Marking for Numeracy

Mark	Means...
'M'	marks are awarded for any correct method applied to appropriate working.
'E'	marks are awarded for explanation or strategy.
'G'	marks are awarded for plotting points and for drawing curves on graphs.

Strategies for embedding the 6 principles of Effective Marking and Feedback

Sharing Learning Objectives and Success Criteria

- **Learning Objectives** - Learning objectives will be shared with the students. Where appropriate these should be based on the language of Bloom's Taxonomy to give students opportunities to progress from lower order to higher order thinking skills. In Key Stage 3 learning objectives should also reflect the wording of the Literacy and Numeracy Framework (LNF).
- **Success Criteria** – The purpose of assessed tasks and the success criteria by which these pieces of work will be marked, will be shared. At the beginning of a longer and more detailed task, criteria should be expressed as "**You must** ….", "**You should** ….", "**You could** …." so that they are understood by the student. These will be Levelled (KS3) or graded (KS4 and 5) wherever possible.

Providing Opportunities to Assess Learning in Different Forms

- **Classroom Discussions** – it is helpful to structure discussions with "key questions" that have to be answered and managing them so that all students are given the opportunity to engage. This could be done through "no hands up" or other strategies where all students are thinking about an answer and are chosen at random.
- **Questioning** – a range of different questions should be used to assess learning from lower order recalling information questions to higher order interpreting questions. To encourage longer answers and a wider variety of responses teachers should build in a "wait time" before expecting students to answer. Students should also be encouraged to ask questions to each other.
- **Reviewing learning within a lesson** – strategies should be used for students to reflect on their learning during a lesson and not just at the end.
- **Learning checkpoints** should be built into a lesson at regular intervals so that students can give feedback and evidence to the teacher before moving on to the next activity.
- **Practical assessment** – practical assessment is often made through observation. Verbal feedback may be given following the "FAR" approach or feedback may be recorded by the student or teacher to monitor progress.
- **Written tasks** – specific assessed tasks should be marked using the "FAR" approach. The teacher or student giving the feedback will write comments next to an "F" and an "A" whilst the "R" will be left blank for the learner to respond next to it. This may be during dedicated time during the next lesson or set as a home learning task. Where written feedback cannot be given in this way other methods which follow the same process will be agreed with SLT line managers.

The FAR Approach

F	FEEDBACK	**Feedback** – how well has the student achieved the success criteria for the task? Emphasis should be placed on positive aspects to encourage and motivate but feedback must be realistic. e.g. just writing 'Good work' is not subject-specific feedback for FAR marking.
A	ACTION	**Action** – what specific subject related target will allow knowledge, understanding or skills to be developed further? This may be written in the form of a question for the student to answer. Actions are completed by the student so that their learning in the subject develops. e.g. questions or direct instructions relating to knowledge, understanding or skills.
R	RESPONSE	**Response** – next to the "R" students will write back to the teacher in **green pen** answering any questions directly, telling them how they have completed their target, asking the teacher a question or responding in any appropriate way to the feedback given. e.g. sign to show the response has been read and is correct/appropriate.

DIRT (Dedicated Improvement and Reflection Time)

Departments must ensure that mechanisms are in place so that students have an opportunity to redraft and improve their work based on the formative comment. This can be supported by the development a dialogue between the teacher and student.

Increasing student opportunities for independent learning and responsibility for their own Learning

Students should be given the appropriate success criteria when peer assessing their own and each other's work. When recording comments on the work of other students they should use FAR marking and refer to the objective of their task, making comments linked to the success criteria. Monitoring and assessing progress throughout a lesson – students should be given opportunities to express their understanding and feelings towards each lesson objective through an appropriate assessment tool. This could be through the use of a reflective comment made at the end of each lesson. Ensure students are accountable for responding to all feedback through monitoring their responses next to the R in the books.

Books/Folders

All written work is carried out within one red A4 book in key stages 3 and 4 (folders may be used in key stage 4 for additional material and past exam papers) and one red A4 book or folder in key stage 5 (apart from where there is more than one teacher who teaches the same class). Where folders are used, all work/marking must be dated within the folder. FAR marking must be apparent and obvious for the student throughout.

Department Practice of Recording Learning

Exercise books/folders should be clearly marked so that students, parents and observers understand the purpose of each book/folder, e.g. class work book, assessment book, home learning book. There should be no "rough" books. Home learning (Gwaith Cartref) and class work (Gwaith Dosbarth) should be clearly identified by students in their books. All home learning set will be notified to pupils in lessons and communicated to parents and pupils via "Show My Homework".

Students' written work should be presented and marked in line with the whole school guidance on marking for literacy, which is included in this policy and displayed inside the front cover of all student books. If verbal feedback is provided the date of this can be noted in students' exercise books next to verbal feedback given (vfg) or students may record this themselves using the FAR approach.

Frequency

A minimum of 1 suitable piece of work will be quality FAR marked per half term, per year group in all subjects. Alongside FAR Marking, all work in all books needs to be acknowledged and marked by the teacher in adherence to the Marking and Feedback policy. SLT Book Sampling, HOD Book Scrutiny and Progress & Guidance Manager Book Monitoring will be used to ensure the minimum requirements are being followed consistently so that students in all year groups receive consistently high quality feedback that improves their learning across all teachers and subjects throughout the year.

SUMMARY

The Marking and Feedback process

Students are aware of the success criteria and what they will be assessed on.

Feedback informs students of the ways in which they have achieved the success criteria and of what they need to do to **improve their knowledge, understanding or skills.**

Students are given opportunities to respond to and act on feedback in **order to further their learning**.

Students take ownership of their learning, the success criteria and the "FAR" process, becoming able to apply it independently.

Bloom's Taxonomy - Success Criteria and Lesson Objectives

Bloom identified six levels of cognitive ability, from the simple recall or recognition of facts as the lowest level, through increasingly more complex and abstract mental levels, to the highest orders – evaluation and creation. Verb examples that represent intellectual activity on each level (below) can be used to differentiate questioning, learning objectives and success criteria for individual students and also to allow progression within a task or lesson.

Creating

Evaluating

Analysing

Applying

Understanding
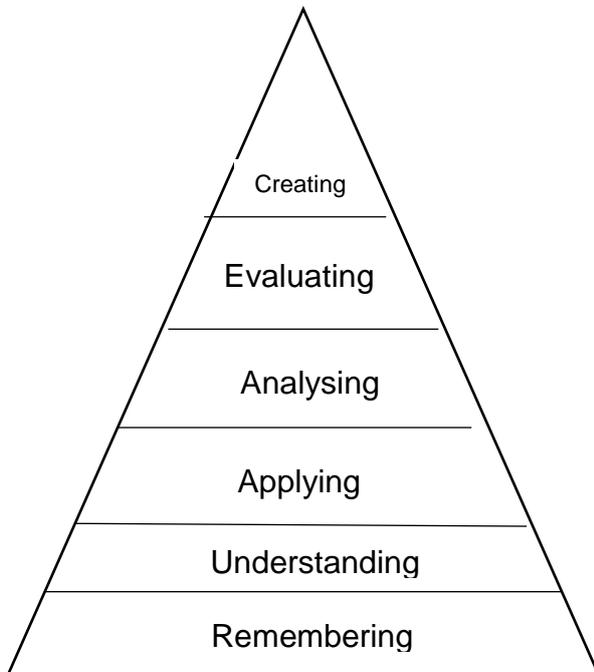
Remembering

Revised Taxonomy of The Cognitive Domain - Anderson and Krathwohl (2001)

Remembering: Can the student recall or remember the information? ***Define, duplicate, list, memorise, recall, repeat, reproduce state.***

Understanding: Can the student explain ideas or concepts? ***Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase.***

Applying: Can the students use the information in a new way? ***Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.***

Analysing: Can the student distinguish between the different parts? ***Appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.***

Evaluating: Can the student justify an opinion, strand or decision? ***Appraise, argue, defend, judge, select, support, value, evaluate.***

Creating: Can the student create a new produce or point of view? ***Assemble, construct, create, design, develop, formulate, write.***