Hednesford Valley High

Presentation, Marking and Feedback Policy

Reviewed by:	E Hill
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Next review due by:	October 2024

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1. **Rationale**

The purpose of this presentation, marking and feedback policy is to have a consistent approach across the school. Effective assessment is essential to qualify teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback is given to students on their learning, this helps them to understand how to be successful, what they have achieved and what they need to do to further improve. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of students learning styles, attainment, progress and the next steps of learning.

2. **Presentation**

All work will be presented consistently across subjects:

- Learning objective grids will be stuck in the books at the start of each topic. Marking will be linked to these outcomes.
- Date will be written on the right-hand side of the page (long date in English, short date in all other subjects)
- All work will have a title
- Students will write in blue or black pen and diagrams and tables drawn in pencil
- Staff will mark in purple

3. **Aims of Marking and Feedback**

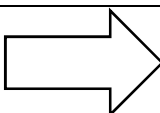We give feedback and mark students work in order to:

- Show students we value their work and encourage them to do the same
- Boost self-esteem, aspirations, and foster motivation through use of praise and encouragement
- Give students specific information on the extent to which they have achieved the learning objectives and how to further improve their work
- Check students have achieved the learning outcome, identify misconceptions and use this information to inform future planning
- Give students responsibility for their own learning and correct their own mistakes
- Promote self-assessment – through modelling and questioning we support students in recognising their achievements and where they can make further improvements

4. **Marking Students Work**

For all students the following features should be evident in written work/evidence folder:

- Progress against the learning objective
- Clear next steps
- Opportunity to act on next steps and show progression

a) <u>Level of achievement towards the learning objective and next steps</u>

✓ ✓ ✓	You have **<u>exceeded</u>** the expectations of the learning objective
✓ ✓	You have **<u>met</u>** the expectations of the learning objective
✓	You are **<u>working towards</u>** the expectations of the learning objective
⟹	These are your next steps. This may be advice on how you can improve your work, or it may be a question to extend your learning

When marking work staff will state the learning objective number (as per the grid at the start of the topic) next to the marking key as above, e.g. LO2 ✓✓ (WS)

A sample of work should include a next steps comment, preferably during the lesson itself so that students can respond. This could be in the form of a question or correction. For higher ability/older students, extension questions may also be appropriate. There must also be evidence to indicate that the student has acted upon the next steps comment, question, or correction. Wherever possible opportunities for self and peer assessment will be explore by staff. This can be completed verbally with 'verbal feedback and next steps' noted in the students' work.

For accredited courses, the next steps comment will be added at the end of a unit of work.

b) <u>Way of working</u>

Annotations should indicate if the work has been completed independently or with teacher/support staff support.

- I   Independent
- WS   Completed with teacher or support staff support
- SCr   Answers have been scribed for the student to aid recording

c) <u>Spelling, grammar and punctuation errors</u>

Repeated spelling errors should be corrected, along with subject-specific vocabulary. Comment on punctuation and grammar if this is a specific focus of the work. When providing feedback to our students we always recognise the importance of English and use language appropriate to the need of the individual.

d) <u>Accessing feedback and marking</u>

Any marking and feedback of student's work should be appropriate to the age/working level of the student. It may be appropriate to put VF annotation comment on work when students have trouble accessing written feedback. This indicates verbal feedback has been given. A comment in speech marks showing what has been shared would be recommended in order to inform self-assessment and future sharing of work with other. The use of photographic and video evidence is used to support students understanding of their work,

this is particularly relevant in the Complex Needs Department, this evidence is recorded on Evidence for Learning (EfL).

e) Frequency of marking and feedback

Each topic will have an assessment at the start of the topic, at least one mid-assessment point and an end assessment point. Marking will be carried out at each of these assessment points.

Subjects who have three or more lessons a week (English, Maths, Science) will have 2 mid-assessments point each half term, whereas subjects which are taught once or twice a week will have 1 mid-assessment point. For example, in English:

- Week 1 – Start of topic assessment (what do students know about this topic)
- Week 3 – Mid assessment point 1
- Week 5 – Mid assessment point 2
- Week 7 – End of topic assessment (what has the student learnt in this topic)
- Final lesson – Catch up (students catch up on work missed or address misconceptions in end of topic assessment)

f) Providing opportunities for directed improvement and reflective time (DIRT)

Following assessment points students will be given the opportunity in lessons to follow up on the feedback and complete the next steps. This may be done either verbally (noted in books) or a written task. This allows for consolidation of the student's knowledge and opportunity for staff to address any misconceptions.

g) More Able Students

More able students are given opportunities to be challenged further and are supported to master concepts.

5. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed October 2024.