

Marking and Feedback

Policy

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Improving students' learning is our core business at Chamberlayne College for the Arts. Our Marking and Feedback policy, specifically aligned with our Teaching and Learning principles, is designed to ensure that all feedback given to students during the learning cycle is effective, sustainable and time efficient in order to maximise learning. The rationale of this policy is underpinned by a range of evidence from current educational research to ensure that marking and feedback is meaningful, manageable and motivating. Ultimately, all feedback whether verbal or written must:

- ***inform student progress***
- ***have a positive impact on student outcomes***
- ***be an effective use of teachers' time***

Assessment for Learning:

- teachers plan clear achievable learning outcomes, sharing these with students every lesson (**WALT**)
- plan questions and how learners will answer them in relation to rubrics/success criteria (**WILF**)
- highlight to students why feedback is important
- plan what, when and where students will receive feedback in sequences of learning
- model good feedback for students and make it explicit when giving feedback
- dedicate lesson time for students to respond to feedback in **green pen (DIRT)**
- use a range of assessment strategies: verbal, written (yellow box/Literacy) whole class, peer and self-assessment
- encourage and foster a 'learning dialogue' between teacher and student
- correct misunderstandings
- correct mistakes with a focus on **literacy skills**
- encourage students to take pride in their work
- encourage student to aim for perfect **presentation**

A teacher should only write a comment in a student's book if it is going to impact on progress. Therefore, teachers at Chamberlayne, should only write in books using purple pen if :

- they are pointing out a good attribute that a student must continue to use
- they are pointing out a literacy error (using the Literacy marking codes)
- they are pointing out an area for development (Yellow Box)
- their work will conclude with a GCSE/BTEC mark (where appropriate) and a clear and focused next step to moving on.

- marking of written work must be primarily formative including the use of the **yellow box** approach which is clear about what students must act upon and selective marking, where relevant.
- Where verbal feedback is given, this should only be recorded in books if it will reinforce the implementation of the next step.

Best practice methods of giving formative feedback:

Verbal feedback is the most frequent form of feedback we give in lesson time.

Live feedback:

Live marking (e.g using a visualiser or teacher helicopter) within a lesson enables teachers to create a learning dialogue that gives students concise, regular feedback that can be acted on immediately. It also allows teachers to give diagnostic feedback that zooms in on specific areas to improve.

Online resources e.g. Seneca, Hegarty Maths are also a way to provide immediate feedback to pupils.

Whole class formative Feedback during learning cycle (see whole class feedback template)

'Five minute flick': After the lesson, check a cross section of students' work completed that lesson across a range of abilities. Select one piece of work from a student that exemplifies common misconceptions/misunderstandings/mistakes. Type up or photograph it and display on board or use a visualiser. Critique it together as a class focussing on www/ebi.

Guide the students through the editing process focusing on common misconceptions and weaknesses so that you can model an improved response together. DIRT time follows this immediately to enable students to improve their own work with that modelled example in mind with explicit reference to the original WALT/WILFs.

Written feedback

Literacy marking using agreed literacy marking codes
(at Stage 1)

Zonal Yellow Box marking:

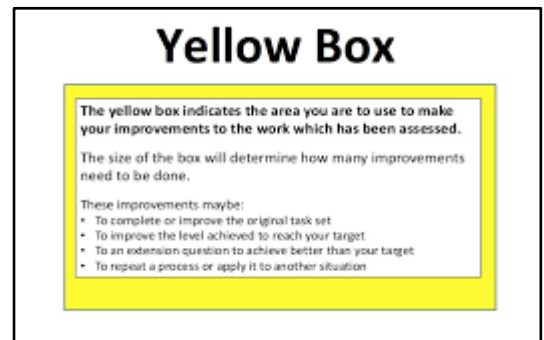
What is it?

The idea is simple. During a sequence of learning, teach students the skill you want to assess (Use of emotive language, working out percentages, grammatical constructs.) Students then practice the skill and finally demonstrate it in an assessed piece of work. **This should be done at STAGE 2 of the feedback process**

Choose one section of a student's work to mark and draw a yellow box around it. Mark it well (against success criteria) and offer specific and diagnostic feedback. Students should understand that their work is in progress and by zooming in on one area to improve, the yellow box focusses the student to act on that feedback in a clear and specific framework in order to 'fix' the issue.

Draw an empty yellow highlighted box on a blank page next to the piece of work. The scale of the box indicates the amount of work that needs to be re-drafted. Students then re-draft the original in response to the feedback you have given. What are the benefits?

The yellow box creates a very specific focus for students because we are explicit in the skill we are looking at and providing feedback on. Students should also understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box focuses students to act on that feedback (during planned DIRT sessions)



Literacy marking codes:

LITERACY MARKING



Spelling - You have made a spelling error.



Tenses - You have used the wrong tense (past/present/future)



Punctuation - You have missed out, or incorrectly used, a piece of punctuation.



Sentence - Your sentence does not make sense, or is incomplete.

Your teacher will use these codes on your work. They will then work with you to help correct these errors.

Frequency of marking and feedback:

The assessment cycle is an ongoing dialogue between students and their teachers and should follow the steps as outlined in the assessment cycle shown below. Students must receive at least one planned assessment opportunity per half term which demonstrates both verbal and written (Yellow Box) feedback as per the policy. The outcome of this assessment (e.g. F/D/S/E or GCSE or equivalent grade) must be recorded on a teacher's marksheet in BROMCOM.

Marking and Feedback: Assessment Cycle

