



Assessment Procedures: Marking and Feedback

General

Teachers should ensure students are **actively involved** in assessing the majority of everyday, routine work. They should **only mark** students' work when:

- their professional input is required to provide feedback that directly helps students learn
- it is required by internal departmental plans, the school assessment calendar or external examining boards

Teacher marking should be **meaningful, manageable** and **motivating**. Flick and tick should NOT take place and routine marking should be done collaboratively with students as laid out in the quality of assessment grids. Simple completion of tasks or note taking could be initialled or date stamped at the discretion of departments but there is no obligation to do this – it is probably better to target efforts towards those that don't complete work.

Frequency of assessment: It is almost impossible, as well as artificial to provide a meaningful frequency of assessment requirement. This is due to the enormous differences in subject tasks, differences in the number of lessons per week for each subject and the complexity of work as it increases from Y7 to 13. However, as a *very general guide*, some form of visible assessment (by the student or teacher) ought to take place about every two lessons. Departments should use their judgement and professionalism and not interpret this too literally.

Teacher marking should be selective: What is marked and how it is marked should reflect the purpose of the work set and this is why assessment needs **planning by departments**. Teacher marking broadly falls into two categories; formative and summative:

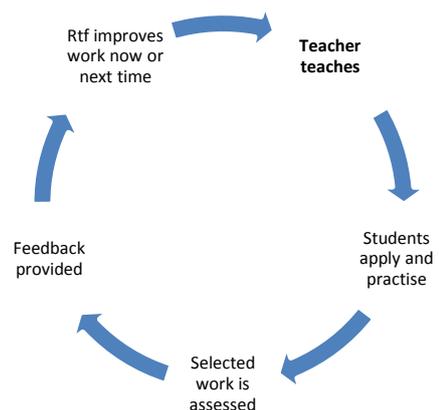
Formative marking: This helps students understand what they have done well and where they need to improve. Crucially, it gives them **feedback** and the opportunity to improve their work either immediately or the next time they do a similar task. By its very nature, this process is an example of differentiation.

Formative marking is also diagnostic as it provides a clear picture of strengths and weaknesses of individuals and the group as a whole which should then inform future planning.

Summative marking: This has the prime objective of **measuring** students against some predetermined criteria such as levels, grades or percentages - eg a test. It usually takes place at the end of a unit of work is often done half termly. If feedback, student reflection and response to feedback (RtF) time are built in by departments, summative assessment can be formative as well. Departments should aim for this whenever possible or practical.

Feedback should be effective: When marked work is returned to students, RtF time should be planned into lessons to ensure the teacher's advice is acted on. RtF time should be **short** and at its simplest, might be students doing corrections whilst the register is taken. In other cases paragraphs might need re-drafting or similar. RtF time ensures teacher's effort in marking, results in **an action** by the student – ie the feedback is effective!

Feedback should become reflective: Re-drafting paragraphs, adding extra details, correcting calculations, correcting spellings of vocabulary etc. are all aimed at ensuring our students are thinking about their learning and their progress over time, not merely going through the motions of doing the work and collecting marks. There should be an effective, *visible*, improvement loop:



Assessment Procedures: Marking and Feedback – the ‘nuts and bolts’

Departments and teachers must:

1. ensure **ALL** teacher marking is done with the primary aim of helping students learn – not for the sake of it
2. be clear about the distinction between formative and summative marking and have a planned approach to both via departments (see above)
3. ensure students work in **BLACK** pen (black pencil may be permitted in some subjects)
4. use **RED** pen for marking and feedback comments
5. use www/ebi for written feedback (even if this is not your preferred language)
6. avoid grades, scores, levels or percentages on **routine work** so students focus on the feedback
7. plan response to feedback (**RtF**) time into lessons where ‘teacher marked’ work is returned (this may also apply to structured peer assessed work) – it could simply be time for corrections to be done.
8. ensure student marking is done in **GREEN** and response to feedback (**RtF**) is done in **BLUE**
9. Acknowledge **RtF** actions when work is next checked if appropriate
10. build in student reflection points where progress is critically evaluated and next steps are recorded – typically every half term
11. visually check homework has been completed if it is not to be teacher marked and take appropriate action when needed

**For consistency across the school, it is vital all teachers follow these procedures,
even if you don't agree with every point.**