



Enfield County School

Marking and Feedback Policy

January 2018

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Rationale

Good marking provides maximum help for students at the point of learning, especially where the teachers set targets and share and discuss assessment criteria as a way of illustrating expected standards. Students learn how well they are doing and what they need to do to improve. Students are helped most where the quality of the written or spoken comment on their work gives a clear evaluation and sensible advice that leaves them with action points on which they are able to work. It is also helpful if there is continuity in comments from one piece of work to the next.

Feedback should be something that learners look forward to receiving; it should be honest, professional and incisive with judgements that clearly articulate to learners the next steps. It should be a commendation for what they have done well, coupled with constructive advice and guidance on how to improve specific areas of their work.

Benefits of Effective Feedback:

- Students know how well they are progressing
- Students are informed of their strengths and areas they need to improve
- Students know what they need to improve
- Students can reflect on their learning and ask questions to clarify or develop their thinking

Purposes of Marking and Feedback

- To provide clear feedback that contains personalised advice that students can adopt to enable them to move forward
- To value the effort that students have made when completing work with positive encouragement to motivate, engage and build the self esteem of students
- To inform the teacher about the depth of student understanding and learning to assist them with planning future lessons
- To encourage and stimulate students by praising current achievement



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- To enable the teacher to make a judgement about a student's attainment to feed into the formal assessment procedure of the school
- To acknowledge that the work / task has been completed

Guidelines for Marking / Feedback

In order to provide as much consistency as possible across all Key Stages and also allow for a degree of flexibility given the nature of individual subject areas, the following guidelines should be adhered to:

- A sustainable level of marking for each subject area must be determined and outlined in their departmental policy
- Marking practices and procedures should be consistently applied
- Departmental provision should establish the nature of the work to be marked, the different methods of marking / feedback being used and the frequency of the marking / feedback
- Each subject area's marking provision must be formulated within the whole school assessment framework and regular monitoring must be an integral part of the role of the Subject Co-ordinator
- Self and peer assessment should be encouraged



Marking Guidelines

There is an agreed whole school marking policy:

Symbol	Meaning
WWW	What went well
EBI	Even better if
TD	To do
Sp	Spelling
Exp	Expression
//	Paragraph
^	Missing word
P	Punctuation
Gr	Grammatical Error

Target Setting / Next Steps

The following are characteristics common to the effective setting of targets in all subjects. The targets are:

- Specific to the subject and relate to important aspects of knowledge, understanding and skill in that subject
- Derive from teachers' assessments and not only student-devised
- Limited in number and of a manageable proportion (for example the spelling of key words, or the reading of a particular book)
- Relatively short-term, capable of being monitored and subject to regular amendment
- Stored so that they are accessible to the students as they undertake the next task (for example in a draft book)



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- Drawn from, or relate to the teaching objectives of a unit of work or the assessment criteria for the current task, and so are immediately relevant and can be referred to in marking and feedback.

Example of a relevant and effective target:

'An excellent answer – as far as it goes – but it does not mention sources. If it did this, it would be a grade C or 5 against the examiners' mark scheme, but without the sources it can only be grade D or 3.

Responsibilities

It is the responsibility of all Subject Teachers:

- To ensure that the marking and feedback provision as outlined by the department policy is being adhered to
- To keep appropriate records of student assessments and marks achieved in accordance with the agreed procedures within the department
- To ensure that marking and assessment information informs further lesson planning

It is the responsibility of the Subject Leader:

- To ensure that the Department has an effective marking policy which is fully understood by all members of the department and that the policy is regularly reviewed
- To ensure that the Departmental policy is in keeping with the School's overall policies on assessment, marking and feedback
- To ensure the implementation of the Department's marking policy
- To monitor the quality and consistency of marking / feedback across the department at all Key Stages
- To ensure that the application of subject marking criteria to students' work is standardised within the department in order to ensure that valid judgements can be made with regards to any data subsequently generated from the student outcomes



Monitoring and Evaluation of the Marking and Feedback Policy

The monitoring of the above policy under the 3 areas of focus should be part of the ongoing self-evaluation process conducted within each subject area facilitated by the Subject Co-ordinator. Regular discussions should take place during Departmental meetings to ensure that there is consistency between all teaching groups at all key stages.

In addition to this continuous monitoring and to ensure consistency of approach across all subject areas, marking and feedback will be an important area of focus of any MLT and SLT Learning Walks that are routinely conducted.

Each department will be asked annually to evaluate their own policy as part of the self-evaluation process.

Review

This policy and the implementation of this policy will be reviewed annually.