The Thomas Adams School

Strategy Statement

Marking and Feedback

22-23

Aims & Principles

The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of 'feedback marking' and 'feedforward comments'. Evidence supporting this approach as best practice is taken from the Education endowment fund report; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback

Feedback Marking at Thomas Adams is the process of formal summative comments or *deep marking** provided at key times in the academic year such as Core Assessment Windows and Year Group/ Mock Examinations.

*this is a bare minimum expectation and should not be the only form of 'marking and feedback' provided to students. Other forms will be outlined in Department marking and feedback strategies.

Deep Marking Feedback Windows

KS3- Three times a Year (2x Core Assessments 1x Year Group Examinations)

KS4 & 5- Three Times a year (2x Core Assessments + 1 Mock Exam Series)

This Formal marking will encompass:

A mark or percentage

A 1-9 Grade in KS4 but **NOT** in KS3

Feedback comments that should be referred to and utilised in subsequent marked pieces.

A basic whole school pro forma cover sheet will be used to ensure consistency

Beyond formal marking, departments are expected to provide regular effective *Feed forward* comments to students.

Departments are able to feedforward as frequently as outlined on departmental strategies.

This may use methods including, but not limited to:

- Regular book marking
- **Live Marking***
- Mid unit assessments
- End of Unit assessment
- Yellow box style feedforward tasks.
- Peer Assessment.
- Reflection tasks
- Modelling
- Effective use of Home Learning

Departmental Strategies (detail overleaf)

Frequency and style of feedforward should be identified as part of a Departmental policy, visible on curriculum maps and communicated with students. It will also be readily available to parents/carers on the school website.

Feedback Learning conversations Feed Forward

Monitoring

Marking

Core assessments and mock examinations should be monitored by departmental quality assurance programmes as outlined in quality assurance calendars.

Core assessments and mock examinations will also be subject to 'assessment book look' quality assurance through the line management process.

Feeding forward

Strategies for feeding forward may vary per department:

Additional written methods will be monitored via departmental quality assurance, book looks, learning walks, and lesson observation and performance management strategies. (LM, SL, SLT)

Departmental Marking and Feedback Strategies.

Rationale

To allow departments to best tailor the type of feedforward conversations that suit their learners and moment within the sequence of learning. This may relate to the style of delivery at that moment or the method of delivery.

Frequency and regularity should be essential, however driven by subject expertise and knowledge of sequences of learning and curriculum mapping in subject areas.

The Strategy

It is expected that in addition to the Schools marking strategy that departments provide regular effective feedforward comments to all students. It is the responsibility of the department to outline the following:

Stages within sequences of learning where students can expect any additional 'traditional marking' and feedback.

Key windows in the academic year where students can expect to receive specific types of feedforward comments.

Where **live marking** will be a predominant method of feedback- this will be expected to be seen in learning walks if outlined in departmental strategies.

Outline what live marking would predominantly look like in the department.

Monitoring

When book looks take place departmental policies will be used to identify the moment in learning and planned styles of feedforward in department strategies to assess practice and provide support where necessary.

*Definitions

Live marking

Teachers are responsible for evaluating the impact they are having on students on a daily basis.

Key to the success of this is teachers' movement around the classroom to routinely, systematically check students' completion of work in relation to the success criteria of the task and the opportunities for 'in the moment' feedback that this provides.

The teacher should circulate around the room as students are working in order to:

- check that all tasks are completed;
- check that the quality of work is at the required standard;
- Provide verbal feedback or make notes to correct misconceptions and/or guide students on next steps.

Deep Marking

A marking and feedback strategy will be devised by departments which identifies pieces of work that will be marked in depth each term. Deep marking should include:

- correction of spellings and punctuation
- comments about handwriting/presentation or modelling of letter/number formation (if appropriate)
- a mark or grade to indicate the standard of the piece of work (if appropriate)
- next step comments aimed at pupils improving their work and moving on in their learning
- an age appropriate task for pupils to complete which will help them move on in their learning

Pride in Presentation

- **Attach any loose sheets worked on carefully and make sure the work is visible**
- **Finish all work to the best of your ability**
- **Never graffiti your books, folders or worksheets**

Always write either:

Classwork/Homework

Today's date

Underline titles using a ruler

Writing should usually be in blue or black ink.

Drawings, graphs and diagrams should be in pencil:

When asked, complete the following, after your work has been marked:
- Respond to your teacher's comments
- Correct spellings, punctuation and grammatical errors

REMEMBER
The quality of your written work says a lot about you and your attitude to work. Don't give the wrong impression by being sloppy and careless.