



KENILWORTH SCHOOL & SIXTH FORM

MARKING, FEEDBACK AND ASSESSMENT POLICY

POLICY DETAILS

Date of policy: March 2019

Date of next review: March 2021

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Alastair Evans (Assistant Headteacher)

AIM

The aim of this policy is to state our approach to marking, feedback and assessment, explain their place in the curriculum and outline expectations of students and teachers.

This policy will set out to create a high quality, consistent yet flexible approach that is embedded as a vital part of the assessment process and at the core of student progress. It will also help to ensure that only effective marking takes place helping increase the impact on student learning while maintaining a balanced teacher workload.

PRINCIPLES BEHIND THIS POLICY

At Kenilworth School we believe that learning can be defined as a change in long term memory. Assessments are a key vehicle to measure progress in learning and as such the marking of timely and well-designed assessments is at the forefront of our marking philosophy. Different assessments have different purposes. According to the work of Dylan Wiliam and Paul Black, the purpose of summative assessment is to generate a shared meaning (a robust grade). They also explain that the purpose of formative assessment is to generate a consequence or action step - something that the student and teacher will do differently as a result. It is often thought that formative and summative assessments can be delivered together, so that students receive grades alongside written feedback. However, this assumption has been shown to be flawed; grades actually nullify the beneficial effects of feedback. It is therefore important that there is a clear purpose to each assessment given.

Most assessments are formative, taking place during a unit of work. This is because they are low stakes or even no stakes, allowing students to focus on, and respond to, corrective feedback fully. Some assessments are summative taking place at the end of a unit of work. At Kenilworth School, written formative assessments utilise the 'FAR' approach (Feedback, Action, Response) where the consequence for students is to respond to feedback and action steps informing them of what has been learned and how learning can be improved. For teachers, the consequence is to adapt future teaching based on what students have learned. In the most effective practices, teachers provide regular opportunities for students to evaluate and comment upon their own learning and that of their peers helping increase a sense of responsibility and ownership of their learning, which in turn develops metacognition.

Effective marking and feedback:

1. allows for rubrics and criteria for success to be clarified, shared and understood;
2. causes a *thinking* response rather than an *emotional* response;
3. activates learners as instructional resources for one another;
4. activates learners as the owners of their own learning;
5. develops problem solving, cognitive engagement, independence and autonomy, which in turn develop long term memory and learning.

MARKING ACTIVITIES AND STUDENT BOOKS:

Teachers and students: give feedback and actions for formative 'FAR' assessments (non-graded); including checking, scoring or feeding back on homework tasks

Teachers: mark and grade summative assessments

Students: proof read work to identify and correct mistakes using green pen activating the **five Rs** and the **hypercorrection effect** (see Formative Assessment below).

Green pen marking

During lessons students are given opportunities to identify and correct mistakes in classwork and homework helping them develop into reflective learners (this could be their own work, or that of a peer). They do this using green pen. Typically, corrections will be for errors in spelling, punctuation, grammar, vocabulary and/or subject specific material. This type of self-regulated learning is important because students are more likely to remember their own corrections. Research also shows that students are very good at finding mistakes in the work of others and so there are opportunities for peer instruction where both parties benefit (the student that provides the support benefits the most from this). Surprisingly the evidence suggests that under the right conditions peer instruction can be as effective as 1:1 support from the teacher and so is to be encouraged where appropriate. In addition, by having a greater familiarity of marking rubrics and success criteria students will improve their ability to learn and make better decisions about future learning.

Prompts can be given to students during this dedicated time by teachers to guide and focus their self/peer marking and corrective work, in some cases explicit examples may be shared or modelled. Along with responses to 'FAR' marking, all peer and self-assessment, improvements and corrections will be done using green pens.

FORMATIVE ASSESSMENT

"The only thing that matters about feedback is what students do with it" – Dylan Wiliam

Formative assessment is diagnostic marking to identify misconceptions, informing teachers of learning and progress. Students' primary benefit from formative assessment is in practising retrieval of information from memory. The secondary benefit is from the **hypercorrection effect**: if a student thought they were right, but discover they are actually wrong, they will remember the correction for longer than if they just happened to get it right by guess work. The self-discovery and surprise element is important for the memory process, which is why in many cases the best person to mark an assessment or test is the person that did it. As formative assessment has no grades, students are much more likely to use their corrective feedback to improve their work.

Daniel Willingham's definition of memory is that it is the *"residue of thought"*; students remember what they have been thinking about. Because the parts of working memory that are responsible for problem solving are also the parts of working memory that create long term memory, feedback must trigger a *thinking* response rather than an *emotional* response to be effective. An emotional response can have a profound effect on motivation and self-esteem which compromises further learning (commonly caused by grades). A thinking response is likely to lead to students doing more of the things that they need to do to improve while also activating their long term memory. This is why what really matters about feedback is what students do with it.

THE 'FAR' APPROACH TO FORMATIVE ASSESSMENT

'FAR' (Feedback, Action, Response) is designed to trigger a *thinking* response to two important student questions:

- Which aspects of my work achieved the success criteria? (Feedback)
- What else do I need to do to improve my work and further my learning? (Action)

Formative 'FAR' assessments take place periodically during the learning process rather than at the end. Robust research from the Schools, Students and Teachers Network (SSAT) and Education Endowment Foundation (EEF) shows that high quality marking in this way makes much more of a difference to students' learning and outcomes than marking or acknowledging all of the notes. These assessments enable students to demonstrate what they have learned, while enhancing their understanding of how to improve. The latter is achieved through challenging actions eliciting thoughtful and perceptive student responses. 'FAR' is not an add-on to schemes of work, but forms the foundation around which teaching is planned and is fundamental to informing teachers of trends in learning and progress that need addressing in the lead up to a graded final summative assessment.

Teachers plan backwards from 'FAR' assessments to ensure that curriculum sequences naturally lead up to them. 'FAR' assessments can be thought of as **synoptic formative testing** where students are tested on everything they have learned up until that point – this also enables students to benefit from the effects of spacing and retrieval practice.

"Formative assessment is not a process that is done by teachers to students, it is something led by teachers but done with students" - Dylan William

Feedback – How well the student has achieved the success criteria for the task. Emphasis is placed on positive aspects of the work to encourage and motivate, however feedback must be realistic.

Action – Appropriately challenging actions encouraging knowledge, understanding or skill to be developed further. These are related to and in the language of the success criteria or marking rubric. Alongside the FAR frequency schedule, additional actions can be given at any time in books by teachers. Actions should always be indicated as a ringed A in books.

Response – Teachers must ensure students have an opportunity to complete (respond to) their actions during dedicated lesson time. This can be completed independently or with support from peers or classroom teachers. Students should be rewarded for completing their actions and improving their work. Responses should always be indicated by a ringed R in books.

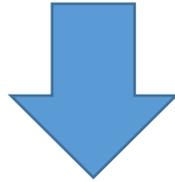
Where written feedback cannot be given in this way other methods which follow the same principles will be agreed with SLT line managers. Wherever possible, **feedback** and **actions** are to be written in red pen by teachers, **responses** are to be written in green pen by students.

EFFECTIVE 'FAR' ACTIONS

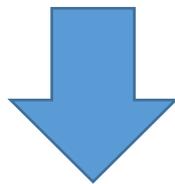
The work of Robert Bjork has shown that the more students struggle in an activity, the better the long term memory, meaning effective 'FAR' actions should be sufficiently challenging for all students in order to maximise their memory potential. The research also shows that different kinds of actions are optimal for different learners: for novices, worked examples are highly effective; for experts, problem solving is more effective.

The 'FAR' marking and feedback process

STUDENTS ARE MADE AWARE OF THE SUCCESS CRITERIA AND WHAT THEY WILL BE ASSESSED ON



STUDENTS COMPLETE 'FAR' ASSESSMENTS



'FAR' MARKING INFORMS THE STUDENTS OF THE WAYS IN WHICH THEY HAVE ACHIEVED THE SUCCESS CRITERIA AND OF WHAT THEY NEED TO DO TO IMPROVE THEIR KNOWLEDGE, UNDERSTANDING OR SKILL



STUDENTS ARE ACTIVATED AS OWNERS OF THEIR OWN LEARNING BY RESPONDING TO THEIR 'FAR' ACTIONS TO ADVANCE THEIR LEARNING



STUDENTS ARE ACTIVATED AS INSTRUCTIONAL RESOURCES FOR ONE ANOTHER BY TAKING OWNERSHIP OF THE 'FAR' PROCESS AND SUCCESS CRITERIA, BECOMING ABLE TO APPLY IT INDEPENDENTLY TO SUPPORT THEIR OWN LEARNING AND THE LEARNING OF OTHERS

GRADING WORK

Grades are not always necessary. They can be meaningless given the size/nature of the task and can distract from improvement feedback, in some cases being demotivating and/or leading to complacency. Formative 'FAR' assessments or marking should not include a grade, instead focusing students on their actions. It is important to remember that in assessments the main benefits for students are from practising retrieval of information and from the hypercorrection effect, they get no additional learning benefit from grades which should only be used in summative assessments.

SUMMATIVE ASSESSMENT

Attainment

Although the formative assessment framework underpins the learning process, it is important for teachers, parents and students to know periodically how well learning is going and what still needs to be done. Students need to be clear about what to do to progress from one grade to the next and equally should be clear about the expected progress they should be making through the key stage. In order to support this process, at the end of a unit a summative assessment will take place and a grade will be awarded (the frequency of these tests depends upon the number of lessons taught each week, as such they may not necessarily take place every half term).

Attainment grades *should not* be accompanied by formative comments – research has shown the grade nullifies their benefits.

Where possible 1:1 verbal feedback with students after a summative test is effective for learning provided students write a summary of what is discussed which will:

- *help improve their literacy*
- *create a mnemonic about the conversation making it more likely to be remembered*

There will be a minimum of three summative assessments throughout the year for every student preceding and informing CPL data collection points. Further testing may be required but would need to be agreed with line managers to ensure summative testing does not dominate the assessment framework. Tests will either be kept in books or a central folder that is always available. Attainment grades will be recorded electronically on teacher and/or department spreadsheets.

EXPECTATIONS AND FREQUENCY

The frequency of marking in any period of time is relative to the number of lessons a class been taught in that time. Marking of formative 'FAR' assessments follows the table below as a minimum expectation.

1 lesson per week or less	At least 1 formatively assessed piece of work per term using 'FAR'.
2-3 lessons per week	At least 3 formatively assessed pieces of work per term using 'FAR'
4-6 lessons per week	At least 4 formatively assessed pieces of work per term using 'FAR'

Self/Peer 'FAR' marking – Along with teachers, students will formatively assess their own work and that of their peers using 'FAR'. When recording comments on work, students should use the language of 'FAR' and refer to the success criteria to help set appropriately challenging actions. When students peer-mark, it should be clearly labelled as 'peer assessment' along with the name of the student that did the marking. As students self-assess on a much more regular basis with green pen, this does not need to be labelled.

Acknowledgement marking is not required as it is low impact, has very little value for students and is not a productive use of time. Instead teachers are encouraged to focus on high quality 'FAR' marking. If HODs feel a particular way of acknowledging work or homework is effective for learning, it would need to be agreed with SLT line managers.

Effort can be referred to as part of the 'feedback' aspect of FAR explicitly highlighting aspects of the work where effort was clearly evident to help students understand their successes. This could be as a comment or RAG rated – *but not graded*.

Other forms of marking - any other types of marking of homework or classwork is at the discretion of the head of department, but must be formative for students and agreed with SLT line managers.

Marking codes - The SPaG marking guidelines must be followed in all subject areas (see Appendix A). The marking codes used by teachers and students are: **F** – feedback, **A** – action, **R** – response, **SP** – spelling, **P** – punctuation, **G** – grammar, **//** new paragraph. A three tick system (✓, ✓✓ or ✓✓✓) is used to indicate the quality of a particular part of students' work. ('ATL', 'WWW' and 'EBI' are not used). The word 'targets' relates only to students' target grades, and should only be used as such. It should not be used instead of FAR 'actions'.

Presentation of students' work (see Appendix B) expectations should be shared with students at the start of each academic year.

SUPPORTING DOCUMENTATION

To help staff adhere to the policy an accompanying summary sheet will be available and should be included in department handbooks. Although it does not share our rationale, it is a practical guide and should be used as an 'aide-mémoire' read in conjunction with the full policy. Any technical changes that Heads of Department wish to make (for example subject specific information) would need to be agreed and shared with SLT line managers.

MONITORING AND EVALUATION

To ensure marking and assessment is occurring accurately, at the correct frequency and is effective for learning, it will be monitored throughout the academic year. Although school leaders have the right to request work at any time, there are three windows in the quality assurance calendar when heads of department will conduct a work scrutiny. Work will also be scrutinised by senior leaders at different times throughout the year.

The quality assurance process will be carried out, coordinated and recorded by Heads of Department and then fed back to line managers. Heads of Department may be accompanied by SLT line managers and/or Headteacher or Deputy Headteachers. Please refer to the Quality Assurance Protocol for more detailed information on the monitoring process.

The impact of this policy will be evaluated through quality assurance processes and student outcomes.

Appendix A – Marking for SPaG

General aims and expectations of marking for SPaG:

- Along with SPaG, staff need to mark for full stops, capital letters, and paragraphs.
- Limit marking for SPaG to up to five corrections per piece of work and provide the opportunity to make corrections.
- All limitations should take into account the nature of the task itself: if it is an extended writing task, it may be necessary to identify more errors.
- Use your judgement – a weaker student may need some of these corrections given to them, but most students should be prompted to respond and correct themselves. If the spelling error occurs at the start of the word provide the student with the starting letters.
- Praise good SPaG choices and provide a SPaG target based upon any common errors.
- Identify areas of a student’s response where meaning is unclear or ambiguous due to their grammar; encourage the student to develop a more precise way of communicating.
- Students should be encouraged to peer and self-assess for SPaG, but teachers should explicitly teach the skills necessary to do so.
- There should be one example of a specific piece of work being annotated more fully, in line with the frequency of FAR marking, by either teachers, the student or peers.
- Identify the most common SPaG errors in work where there are numerous mistakes.
- Do not over-correct: pointing out every spelling error can be counter-productive and in some cases affect motivation and self-esteem. Limit corrections to three spellings per piece of work.

Spelling: Draw a diagonal line through spelling errors

Potential strategies include:

- Providing accurate spelling
- Identifying where the student has made a mistake within the word itself
- Providing an explanation of why the spelling is inaccurate
- Providing an opportunity for the student to re-spell the word correctly

Punctuation: Circle punctuation errors

These include the following:

- Missing or inaccurately positioned punctuation marks
- Inaccurately used capital letters

BASIC LEVEL PUNCTUATION:

Capital letters (sentence starts)
Full stops
Capital letters (proper nouns)
Commas (in lists, with an “and”
joining the last two items)
Exclamation marks
Question marks

Grammar: Underline grammar errors

- **Definition:** A grammatical error is where the *meaning* of a sentence is either inaccurate or ambiguous due to choices made by the student at language level.
- **Underline** the area of text where there is a grammatical concern and provide feedback to the student where appropriate.
- **Types of grammatical errors** include the following:
 - Agreement issues – where there is an inaccurately used word (or words) that means that the text does not make grammatical sense. Example: **We was going to the park** – “I was” OR “We were”?
 - Ambiguity issues – usually, a pronoun has been used in place of the area of focus. As a result, there is a lack of clarity. Often occurs at sentence level. Example: **He went to the park** – who is the “He”?

Apply professional judgement alongside this guidance – remember: small, measurable improvements are the key to raising students’ literacy standards overall.

Appendix B – Presentation of students' work

- All work is to be written in blue or black ink
- All work is to have a date
- All work is to have a title which is underlined with a ruler
- All drawing is to be done in pencil
- No doodling on book covers, folders, in margins or in the back of exercise books
- Work is to be written on each line with no unnecessary gaps
- When students peer-mark each other's work, it should be clearly labelled as 'peer assessment' along with the name of the student that did the marking. As students self-assess on a much more regular basis with green pen, this does not need to be labelled.
- All loose sheets to be in a folder or stuck in books carefully
- Exercise books/folders should be clearly marked so that students, parents and observers clearly understand the purpose of each book/folder e.g. classwork book, assessment book.
- There should be no 'rough' books.
- Homework (HW) and classwork (CW) should be clearly identified by students
- If verbal feedback is provided students are to be encouraged to record a note of what was said in exercise books e.g. 'Verbal feedback from Miss Smith'. This helps with literacy, and also creates a mnemonic of the feedback, which is useful for memory.

Appendix C – Applying Bloom’s Taxonomy

Bloom identified six levels of cognitive ability; from the simple recall or recognition of facts as the lowest level, through increasingly more complex and abstract mental levels, to the highest orders – evaluation and creation. Verb examples that represent intellectual activity for each level can be found on the latest Bloom’s Taxonomy document. These can help differentiate questions, learning objectives and success criteria allowing all students to access work and make progress.

Please see table on following page.

Appendix C – Bloom’s Taxonomy

KNOWLEDGE		L3	COMPREHENSION		L4	APPLICATION		L5	ANALYSIS		L6	SYNTHESIS		L7	EVALUATION		L8/9
LO Verbs:	Define Describe Draw Identify Label Locate List	Memorise Name Recite Recognise Select State Write	LO Verbs:	Change Extend Confirm Relate Express Compare Illustrate Infer Translate Discuss	Match Summarise Paraphrase Generalise Restate Predict Transform Defend Outline Explain	LO Verbs:	Apply Modify Change Paint Choose Prepare Model Interpret	Classify Produce Collect Report Discover Show Make	LO Verbs:	Analyse Construct Compare Investigate Contrast Research Examine Classify Categorise	Point out Identify Select Distinguish Separate Advise Survey Take apart	LO Verbs:	Add Produce Combine Role-play Create What if Design Compose Plan	Develop Imagine Formulate Propose Hypothesize Devise Invent Organise	LO Verbs:	Apprise Assess Consider Critique Critique Judge Recommend Relate Solve Summarise	Decide Justify Debate Verify Argue Discuss Rate Prioritise Determine Weigh Up
Activity:	Make a list of the main events... Make a timeline of events. Write a list of as many pieces of information you can remember. Recite a poem/Haiku or rap. Write an acrostic. Make a chart showing... List all the ... in a story	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Write a summary/report of an event. Prepare a flowchart to illustrate the sequence of events.	Activity:	Create a scrapbook on the areas of study. Create a textbook about...for others. Create a puzzle game using the ideas that are currently being studied. Take a collection of photographs or images to demonstrate a particular point. Construct a model to demonstrate how it will work.	Design a questionnaire to gather information. Write an advert to sell a new product in New Scientist. Conduct an investigation to produce information to support a view. Make a flowchart to show the critical stages. Construct a graph to illustrate selected information. Make a mind map showing relationships. Write a biography of the person / idea/invention being studied.	Invent a machine to do a specific task. Design a building to... Create a new product. Give it a name and plan a technical brief for Dragons Den/Apprentice. Write about your feeling in relation to... Write a TV show, play, puppet show role play/song about... Design a CD, DVD, magazine or book cover for... Devise a way to...	Prepare a list of criteria to judge a... Indicate priority and ratings. Conduct a debate about an issue Make a booklet about 5 features/key points you see as important. Convince others. Write a letter to... advising on changes needed at... Write a report to justify why/how... Prepare a case to present your view about... Form a panel to discuss views about...										
Question stems...	Can you find the word for...? Who or what were the main characters? Can you recall? When/why/how did...? How would you explain.../describe.../show...? Where does it say...? Can you picture...? Can you select...? Can you identify...?	Questions stem... Can you explain what it means by...? Which is the best answer and why? How could you say that in your own words? What is the main idea of...? How would you compare and contrast...? What facts or ideas or words show...? How would you summarise...?	Questions stem... How would you use...? How would you organise... to show...? How could we improve...? How would you apply what you have learned, to develop...? How would you solve/find/develop...using what you've learned? What facts would you select to show...? What examples can you find to...?	Questions stem... What are the parts/features of? How would you group/sort/classify/categorise...? How could you show differences /similarities? What patterns can you see in...? What is the function of...? What evidence can you find to? What conclusions can you make? Can you sort the important information from the irrelevant? What is the relationship between...?	Questions stem... How would you improve...? Can you suggest an alternative/better way to...? How would you adapt... to create a different...? How could you change the plot/plan? Could you design/invent a new way to...? Can you predict the outcome if...? Can you formulate a theory for...?	Questions stem... Do you agree with the actions...? What would you say is the value/importance of...? Based on what you know, how would you explain...? How would you prove/disprove...? Give arguments for and against. Would it be better if...? What is your opinion of...? What would you recommend?											

Appendix D – Principles behind this policy

Good marking provides maximum help for students at the point of learning, especially where the teachers set actions and share and discuss success 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 they are able to work on. It is also helpful if there is continuity in comments from one piece of work to the next.

Good assessment in secondary schools (Ofsted)

Frequently mentioned in the literature, good quality feedback is viewed as a fundamental aspect in the use of AfL. This idea is based on a study that concluded that students who were given comment-only marking and no score on their work later obtained results in achievement tests that were on average one standard deviation higher than the students who had received only marking-centred feedback (scoring). Informative and descriptive feedback is held to be more appropriate for a learning-centred perspective than the exclusive practice of marking work as right or wrong and giving just an overall mark. The latter is deemed to promote comparison and competition between students, and may in consequence damage their self-esteem if they get low scores compared with other students in their class. Research [shows] through individual reference and feedback students are encouraged to concentrate on reviewing their own progress and learning process instead of situating themselves in terms of notions of ability as either low or high achievers in comparison with their peers.

Assessment for learning: effects and impact (CfBT Education Trust 2013)

Formative assessment is an approach to assessment which requires both the teacher and learner to focus on the use of judgments for feedback purposes so that mistakes or errors in one piece of work can be used to inform the next steps of teaching and learning in order to develop better understanding in future attempts at that work. In other words, assessment takes place alongside the learning to inform future action rather than after the learning has taken place.

Tackling educational disadvantage in England's secondary schools (Jonathon Clifton 2013)

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

The education inspection framework (Draft) (Ofsted 2019)