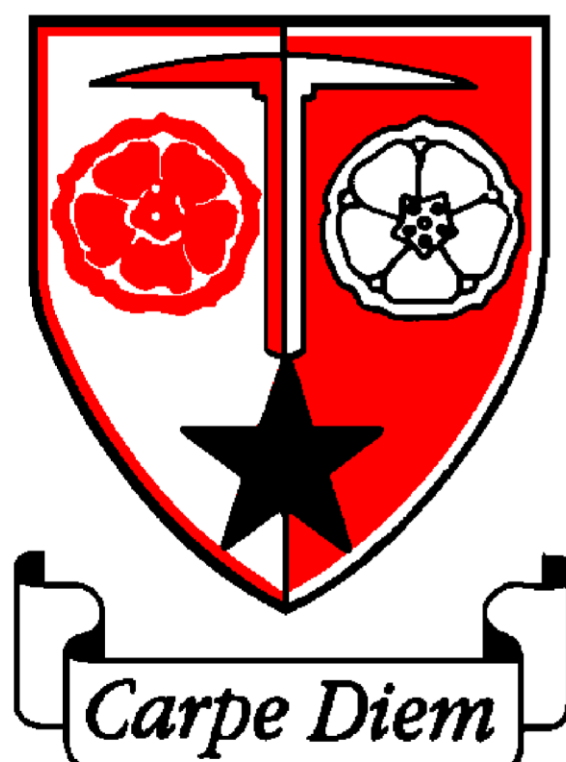


Audenshaw School



WHOLE SCHOOL MARKING AND FEEDBACK POLICY

This policy is reviewed annually by the Standards Committee.

History of Document

Issue No	Author/Owner	Date Written	Approved by Standards	Received by Governors	Comments
1.6	Liz Warner	25/01/2017	26/01/2017	30/01/2017	Minor amendments
1.7	Liz Warner	25/09/2017	29/09/2017	29/09/2017	Amendments to Section 2
1.8	Liz Warner	30/10/2018	30/10/2018	30/10/2018	Minor amendments
1.9	Liz Warner	27/06/2019	11/07/2019	11/07/2019	Minor amendments
2.0	Liz Warner	01/05/2020	14/05/2020	14/05/2020	Minor amendments
2.1	Brad Cunningham	23/04/2021	12/05/2021	12/05/2021	Minor amendments
2.2	Brad Cunningham	04/09/2022	23/11/2022	23/11/2022	Minor amendments
2.3	Brad Cunningham	10/12/2023	09/01/2024	09/01/2024	Minor amendments

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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For the purpose of this Policy, the “School” is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Rationale

Marking and feedback has the potential to be a powerful and meaningful ongoing diagnostic record of a student's achievement, the results of which should feed into a teachers' future planning and target setting. It is also a very effective medium for providing feedback to students and their parents/carers about levels of attainment and progress. Audenshaw School places huge value of the quality of work, the quality of tasks set and the quality of resources used. Planning, marking and feedback is therefore directly linked to the progress made at student level.

All students at Audenshaw School are entitled to have their work marked in such a way that it aids progress and hence, boosts confidence and self-esteem. Marking and feedback should also provide opportunities for a variety of meaningful assessment strategies. Marking that is completed by the teacher should advance student progress; this progress can be evidenced by how students tackle subsequent work. Students are expected to complete their work to the highest standard.

Whole school marking and feedback procedures and marking standards should be consistently applied across the school. As a result of this policy, there will be greater consistency in the way that students' work is marked at Audenshaw School across all Key Stages of the National Curriculum.

Practice

1. Marking and feedback should be made meaningful for each individual student and should be focussed entirely on improving student performance and levels of progress. Marking and feedback is therefore underpinned by Assessment for Learning, so that formative feedback linked to the Walkthru strategies can be given and subsequent improvements made. Teachers' comments in books must reflect their high expectations of students. Where students have demonstrated a particular skill, teachers will underline/ double tick to acknowledge success and improvement.
2. The marking of students' work will have different roles and purposes at different times; both individual written and verbal feedback are to be encouraged, either in exercise book/ folders or during lesson time.

The assessment of students' work by their teacher, either written or verbal, must be regular and frequent. How often a students' work is marked will be determined by how often a student is taught in a curriculum area: this will vary from subject to subject. Teachers should make a professional judgement on this after consultation with their Curriculum Leader. However, students' work should be corrected as soon as possible after completion and, when possible, in the presence of the student.

Each Curriculum Area has its own personalised Marking and Feedback Policy and Assessment model: these explicitly outline the expectation of how often students' work should be marked/ assessed and what this should look like in each different department. All the departmental policies uphold the School's priorities and expectations as outlined here. Curriculum Leaders routinely quality assure their teachers' marking to ensure that the guidelines are being followed. Any discrepancies are swiftly addressed with that individual teacher. Marking should be explicitly linked to assessment objectives and to ensure that next steps close learning gaps or develop a skill over time. . Feedback and target setting should be specific and focussed on the assessment foci taught: generalised comments such as 'good' are unhelpful to the student. Teachers' comments should always be focussed on improving

student performance. Work of significant quality should be acknowledged through the use of the School's rewards system, including Achievement Points on Class Charts, postcards and phone calls home.

3. The marking of sustained or assessed pieces of work must lead to a 'Next Step' that requires the student to consolidate and/ or extend learning. This may be evidenced through the redrafting of work in order to improve its quality, or the completion of further questions/ tasks. Next steps can also be corrections, complete additional questions or ensure that the next step is achieved on the next piece of work. Next steps should then be checked by student should then be checked by the teacher.
4. It is not necessary to mark every piece of work in detail. Often, a check is all that is required. Checking of work simply indicates that work has been seen. This can be done as teachers move around the room through a simple tick and/or verbal feedback. Teachers should mark at the point of learning, so that 'live' feedback can be given and good practice can be shared with the class through the use of visualizers. Correcting every mistake can be demoralising especially for those students with weak numeracy and literacy skills: misconceptions and inaccuracies should be addressed according to a students' ability.
5. Teachers should identify a key area and/or areas for improvement when responding to sustained pieces of student work. These should be clearly signalled as the students' 'Next Steps', which require the students to complete an additional task, such as redrafting sections of their work or completing supplementary questions. The students' responses to 'Next Steps' will subsequently be checked by the teacher to ensure that they have been completed appropriately. It is sometimes more appropriate to give whole class feedback and next steps will address common misconceptions overall.
6. Teachers' comments should be written in a highly professional tone, and in Standard English, at all times.
7. Selective self-marking by students is to be encouraged, providing the accuracy of marking is checked; this should be then ticked. Students must be taught and encouraged to check their own work by understanding the success criteria.
8. Marks awarded at the end of a piece of work have their place, but should not dominate. Teachers should not micro mark- a grade should not be given to a piece of work that does not test all of the skills necessary to be graded.
9. Students should be explicitly taught to reflect on and respond effectively to a teacher's verbal or written feedback. Students should accept challenges, take responsibility and demonstrate resilience when improving their own work. In addition, whole class feedback is a useful tool to address misconceptions and to get students to respond to particular next steps. In this sense, some pieces of extended writing will have individual next steps and the student is expected to respond whilst others will have whole class feedback and the student will respond accordingly.
10. Key subject specific spellings, and homophones/incorrect high frequency words, should be identified by the teacher as being incorrect. If the spelling mistake is due to the work not being carefully proofread by the students, then students are required to self-correct their errors. However, if the spelling mistake is made because the student does not know how to spell the word, then the correct spelling should be modelled for them by the teacher. This is particularly effective when done by the teacher at the point of learning. Please see separate Literacy policy for more details.

11. Some homework will be marked on-line through web-based platforms such as Educake, MyMaths, Sparx, Seneca, Bedrock and Century. These marks will be used for diagnostic purposes.
12. Teachers must stringently adhere to any marking and feedback regulations dictated by examination boards: this may mean some pieces of Controlled Assessment/ Coursework, for example, cannot be marked formatively.
13. Parents/Carers can access the School's Marking and Feedback policy on the School's website.

Each individual Curriculum Leader will routinely model and subsequently review a sample of work from each subject teacher to monitor the implementation of this, and their own, departmental policy. They should report back their findings on the quality of marking and feedback to their Line Manager and to the employee concerned. This is part of the Quality Assurance toolkit which are calendared throughout the year. Please see the separate Teaching and Learning policy for a more information on the QA toolkit.