

Assessment, Marking and Feedback Policy: 2016-17

Purposes

- To recognise, encourage and reward a student's effort and achievement
- To provide a dialogue between teacher and student
- To give clear evidence of a student's progress
- To be directional and / or developmental
- To provide an indication of a student's progress towards meeting their target (T- / T / T+)

Standardised

- Departments should identify key pieces
- There should be consistency within Departments
- Use marking criteria appropriate to the relevant key stage

Written Feedback: Procedure

- If handwritten it must be legible, use SMART marking system where possible
- Clear in meaning
- Academy marking stickers to be used utilising 😊 and →
- Teacher marking in green pen
- Student given time to read, respond to teacher comments and complete follow up work in red pen

Written Feedback: Content

- 😊 What the student has done well
- → How learning could be progressed and/or indicate the next learning step
- Provide follow up work where marking has deemed it necessary
- Highlight misconceptions
- Identify corrections

Literacy

- Marking for literacy S for spelling, P for punctuation and G for grammar
- The spelling of key words should be highlighted and corrected by the students three times in red pen

Verbal Feedback

- Provided to the Students in order to point out successes made or improvements needed against the learning step
- May be interactive and developmental so that it can give reassurance or a quick check on progress
- There is no need to formally record verbal feedback

Presentation

- All work to be neat and legible
- Students take pride in their work
- No graffiti
- Draw all diagrams and tables with a ruler and a pencil
- Date all work
- Underline titles with a ruler
- Identify homework (HW)