



**CHESTERTON
COMMUNITY COLLEGE**

**Chesterton Community College
Marking Assessment and Feedback**

JUNE 2016

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Marking, Assessment and Feedback Policy 2014-15

1. Why we have this policy

- Regular, high-quality marking, assessment and feedback are vital in helping all students to make excellent progress in their learning and to realise their potential. They enable teachers to make accurate judgements about students' attainment, reporting these to students and parents at appropriate points during the year, and to plan effective subsequent actions. We recognise that students must be given the opportunity to engage with, and respond to, feedback. Marking, assessment and feedback have an important role in motivating students.

2. Key aims of this policy

- To ensure that all students receive regular, high-quality marking*, assessment and feedback that moves their learning forward
- To ensure a consistent approach to marking, assessment and feedback, informed by best practice
- To enable teachers and leaders to track students' progress in their learning and to provide support / intervention where necessary
- To engage parents by providing regular, high-quality information about the attainment and progress of their child(ren)
- To create opportunities for students to take responsibility for their own learning

3. How we define 'marking', 'assessment' and 'feedback'

Marking is a process that can include: drawing attention to errors or misconceptions; drawing attention to strengths; putting a mark, level or grade on a piece of work.

Assessment is a process that typically involves evaluating the quality of a piece of work with reference to specific success criteria.

Feedback is a process that typically involves reflecting on a piece of work, in the light of specific success criteria and guiding the learner towards improvement through the use of focused questions or tasks.

4. Supporting high-quality marking, assessment and feedback

- All students will have a Feedback Book** in every subject where written work is required. Where possible work that requires written feedback is completed in this book (examples of where this wouldn't be possible are pieces of work submitted electronically and work submitted in dedicated subject homework books). Written feedback includes feedback from the teacher, self assessment and peer assessment
- Students will have a notebook for subjects where written work is required. Whilst teachers are expected to monitor work done in the notebook, (for example, for presentation) they are not expected to mark it

5. Written feedback

- Students will be given high-quality written feedback from the teacher at least twice per half term***

High-quality written feedback from the teacher will be in form of a task (see Appendix 1, Examples of high-quality written feedback), that students are required to respond to. Lesson time must be allocated by the teacher for students to do this

- Teachers may write a brief summary comment on students' work (for example, 'good work' or 'excellent effort'); this is optional
- Teachers need to check regularly that students' learning moves forward as a result of the feedback they have given. This involves reviewing responses and, for example, addressing misconceptions with the student
- Regular self and peer assessment is encouraged. Teachers should ensure that written self and peer feedback is informed by specific success criteria and is, at least sometimes, completed in the Feedback Book

6. Formal written assessment of work

- In addition to written feedback, teachers will award a Chesterton level to each student twice per term, so that students know where they are in their learning**
- End of unit / module tests (which are not done in the Feedback Book), once completed should be attached to the Feedback Book where possible

7. Oral feedback

- Teachers must provide regular, high quality oral feedback to students in lessons, that is designed to enable them to reflect on their performance and improve their work (see Appendix 2, Examples of high-quality oral feedback)

8. Literacy

- Teachers will pay attention to students' literacy and where appropriate, will set students a task that helps them to improve it
- Teachers will give students feedback designed to improve the accuracy of their spoken English

9. Monitoring Implementation of the Policy

- Heads of Faculty and Department are responsible for monitoring teacher marking, assessment and feedback in their area and ensuring this policy is followed. Monitoring is completed on at least a termly basis
- The senior leadership team will monitor marking, assessment and feedback through, for example, line management links, lesson visits, scrutiny of books and discussion with teachers

10. Absent students

- Class teachers will be responsible for ensuring that students catch up with formally assessed tasks when students were absent from the lesson in which the task was conducted.

*In some subjects, for example PE, music and drama, marking will not usually happen in Years 7, 8 and 9

**BTEC subjects, where students provide portfolios of evidence and where feedback is ongoing and other subjects that prefer to use folders, are the exceptions to this

***For subjects where students have less learning time or a greater emphasis on practical elements such as GCSE PE, this will be less frequent, but at least twice a term

Appendix 1 - Examples of high-quality written feedback

All subjects

1. Look at the success criteria for this assignment: check whether you meet them all in full. Where you don't, work to improve what you have produced.
2. Here are the criteria for a grade 7 answer to this question. Look at your work and decide which aspects of it meet the grade 7 standard? Now work on your answer, using the grade 7 criteria to help you, to improve it.
3. What progress have you made on (particular skill) in this work, compared to your previous work?

History example

Students had to write an answer to the question: Why did the Second World War break out?

One student's answer

It happened because of some different reasons.(1) The Germans didn't like the Treaty of Versailles so they elected Hitler and Hitler caused it all because he kept doing things to annoy everyone. He invaded the Rhineland and he teamed up with Mussolini. He kept invading different countries like Czechoslovakia and Poland and in the end the British had to stop him and so they declared war.(2) Britain was also to blame because they should of stopped Hitler earlier. By having the policy of Appeasement in place Neville Chamberlain didn't realise that Hitler was a man who thought Britain looked weak.(3) So when Chamberlain gave Hitler the Sudetenland in 1938 it just meant Hitler would try and get more land, not just stop at where he was. When Hitler invaded Poland the British finally put their foot down and declared war. So it was Hitler's fault because he was too aggressive and Britain was too weak.(4)

A teacher might use just some of these tasks / questions

1. Look at the success criteria. There are some very good aspects to this answer. What do you think they are?
2. Work out the corrections needed by looking at the words that are underlined. Some are spellings, and for some you could use different words.
3. How can you use the starters/connectives mat to improve your answer? Have a go at doing that!

Do the following in the space to help you to further improve your answer. Use the numbers I have written on your answer.

- (1) Change some of the words in this first sentence to make it read better.
- (2) Write about some other things that Hitler did to upset Britain and France. eg: Why did Hitler go into the Rhineland and why did this incident encourage him further? Use the textbook, page 33, to help you.
- (3) Explain some of the things that Britain did that made Britain look weak. Use the textbook, page 34, to help you.

- (4) Write a more detailed conclusion saying which you think are the most important reasons for the war and why these reasons are more important than the others.

French example

Students were asked to write a paragraph about themselves in French

One student wrote

Bonjour! Je mappel Michelle et je douze ans. J'habite a Cambridge on Angleterre. Je un frère, Paul, et une soeur, Emily. Je ne pas d'animal a la maison. J'aime jouer au foot et regarder la television.

1. The teacher underlines, but does not correct, key errors (the student already knows, from previous explanation, that any words underlined are important errors and need to be corrected)
2. The teacher also writes the following questions:
 1. Can you find the correct way of writing 'My name is...' in the textbook? See page 8.
 2. When you are talking about your age, how do you say "I am..."? See page 9.
 3. What does the word 'a' mean in French and what does 'à' mean? Se page 10.
 4. What does the French word 'Je' mean? How do you say 'I have' in French? See page 6.

DT example

Students were asked to design 3 different tote bags to fit a specified brief and theme.

1. Annotate your design with more decorative techniques, fabrics and components to improve how it meets the success criteria.
2. Use this webpage to help you list 2 areas for improvement of your design.
3. Look at the third question in your market research questionnaire. It doesn't quite make sense. Rewrite the question so that you can establish more easily which colour would be most appropriate for your product

Maths example

A student answers some questions on fractions like this:

1. $1/4 + 1/8 = 2/12 = 1/6$
2. $1/4 + 2/3 = 3/7$
3. $2/5 + 1/4 = 3/9 = 1/3$

4, 5, 6, 7 etc. also show that the student thinks the correct method is to add the top numbers together and the bottom numbers together.

Feedback

Well done! You cancelled down in 1 and 3. You haven't quite used the right method to add the fractions though.

Remember for $1/4 + 1/8$, you have to make the fractions have the same number on the bottom (the denominator).

Re-write the sum to show that, then you can add the two top numbers to work out how many $/8$ you have. Use the example in the textbook KS3 Maths, top of page 7, to help if you need it or use the correct example here to help:

$$1/4 + 2/8 - 2/8 = 4/8 = 1/2$$

Now choose 3 of the other ones you did and see if you can get them right, showing your workings below.

Appendix 2 – Examples of high-quality oral feedback

'Look at this key word, here. It's not spelt correctly. See if you can work out how to spell it correctly!' (any subject)

'How might you change your voice so that people at the back can hear you better?' (drama)

'Check the proportion of those lengths?' (art)

'Look up bearings on page 29. What are the three key points to remember when using bearings?' (maths)

'What could you have done with your wrist to make that top-spin forehand go better?' (P.E.)

'I really like the two causes of the first world war that you've written down! Have a look at page 12 of your textbook and see if you can find at least 3 more.' (history)

'Think about how you are holding the test-tube when you are pouring in the liquid. How could you hold it better?' (science)

'What could you do to make that dish look more appetising?' (food)

'Check the measurement of the seam allowance.' (textiles)

Clearly, there innumerable possible examples of feedback for all subjects; the key thing is that feedback should cause thinking.