



**BRANNEL  
SCHOOL**

**POLICY FOR  
MARKING AND  
FEEDBACK**

Approved by Governors: 21<sup>st</sup> May 2014

# Marking and Feedback Policy

Brannel School recognises that:

- Marking takes time
- That it is neither possible nor desirable to mark every piece of work in the same way
- Detailed feedback must lead to action on the part of the learner
- Peer assessment and self-evaluation are valuable techniques and, if used effectively, can make a considerable contribution to learning
- Learning will be enhanced by effective assessment
- The successful development of AfL is predicated upon developments in classroom practice.

## Marking: Types and Purpose:

We recognise also that, depending on the purpose for the marking, there are many different types of marking available. Choosing the most appropriate form of marking is a key decision in the process: teachers will not be expected to apply the same approach to marking to all tasks requiring marking. The different types of marking are outlined below, with additional guidance following:

- Assessing against external criteria
- For internal tests or examinations
- Detailed – with feedback
- Initial marking of drafts (for guidance only: mainly KS3)
- Simple – no feedback
- Skim (to acknowledge.)

## Marking: General Principles:

- All marking using pen will be undertaken using **green** ink. Any additional comments can be made in **red** to distinguish, if required
- Highlight the best bit of a piece of work with a **pink** highlighter
- Ensure that DIT (Dedicated Improvement Time) is built into lessons: students should be given time to read and respond to comments/feedback and encouraged to respond in detail to the comments/work/levels/targets.
- Set up to **three** targets and ensure they are understood and recorded by students (could include targets from IEPs)
- Highlight any errors from the whole-school “Top Ten Literacy Targets” bookmark (LT1, LT2 etc)
- Set no more than five spellings to correct per page. On the written piece, underline the misspelled part of the word then, as considered appropriate, either:
  - write the correct spelling in the margin for notice and future testing, or
  - write the misspellings out, in their misspelled form, for the students to correct three times (“Look, Cover, Write and Check.”.) Note: this is a more effective method for improving spelling than merely asking students to copy the teacher-corrected word
  - review commonly misspelled words during DIT
- Subject-specific notation may be used to indicate where attention is required
- Use the whole-school merit system to acknowledge achievement/progress.

### **Further Explication:**

❖ **Assessing against external criteria; Internal tests and examinations:**

The purpose of the marking must be clear. Students can be marked to judge their progress against expectations for their age/year group (summative marking) or marked to check their individual progress against their previous performance (ipsative marking.)

❖ **Detailed – with feedback/Feedback on drafts:**

Tasks other than low-level, quick response tasks should have a purpose clear to all and criteria that are understood by learner and assessor. The criteria/assessment foci for the specific task need to be presented in a manner appropriate to the learners' needs. The purpose for any feedback must also be clear: it might be for celebration or praise; for correcting/challenging or for guidance on next steps/target-setting. Marking in this manner should be undertaken as part of every department's response to this guidance: ***perhaps marking like this might be planned to occur once/twice every half-term.***

❖ **Simple – no feedback (ticking etc):**

Quick assessment of short-response tasks still requires analysis to identify learner needs and evaluate teaching. However, simple ticking of work is appropriate for:

- Right/wrong answers
- One word/short phrase answers
- Labelling diagrams.

❖ **Skim (to acknowledge):**

There is clearly not enough time to give detailed feedback on all learners' work all the time. It is perfectly acceptable, as part of a clear policy, for teachers to skim mark on occasions to acknowledge the effort put in by learners or to highlight any misconceptions.

## **Feedback: Types and Purposes**

### **Types of Feedback:**

As with marking there are many different purposes for giving feedback – and many different ways so to do:

- Written comments/advice
- Student-teacher dialogues (dialogic marking)/Learning Conversations
- Assessment for Learning (AfL): (Peer-to Peer Assessment; Group Assessment and Self-Evaluation.)

## Further Explication:

### ❖ **Written comments/advice:**

The key reasons for offering written feedback are to celebrate achievement and advise on next steps or improvement. The target audience for written feedback is the learner. Written feedback is often called “formative assessment” – but it cannot be formative if no action is taken on the advice. If your feedback is to have any value, you need to ensure that written feedback leads to action by the learner by providing:

- Time for reflection (DIT)
- Read time/pairs time
- Correction time
- Redraft time.

Note: please remember to use **red** pen for any comments you make in response to written comments made by students. Over time, a student’s marked work will provide narrative evidence of the student’s learning.

### ❖ **Student-teacher dialogue/Learning Conversations:**

Assessment made through dialogue should be indicated on the work (“VFG” – Verbal Feedback Given; this can be recorded in writing or by using a stamp.) Points arising could be noted on the work by the learner for future reference (“I must remember to...”). This feedback is undertaken either as a one-to-one in the classroom, during the lesson, or during a break/lunchtime, or as part of a small group tutorial. As with written comments, it is the gradually accumulating nature of the learning relationship, built around effective feedback, that is critical to effective learning.

## Assessment for Learning (AfL):

### ❖ **Peer-to-Peer Assessment:**

Peer assessment will not be successful unless the learners have been thoroughly prepared beforehand, over time, to take on the responsibility.

Learners who are to assess each others’ work need to:

- Feel safe in the classroom
- Be respectful of each other
- Be confident when interacting with their peers. Peer assessment is only effective where pairs and groups are used to interacting in a positive and supportive manner. Where learners are not used to working in pairs or groups, peer assessment should not be introduced
- Understand the criteria for assessment
- Recognise the duty of care that accompanies the assessment of another learner’s work
- In some circumstances, a specially designed sheet will be used to record students’ assessments and is attached to the completed work.

### ❖ **Group Assessment:**

The types of assessment activity that can be addressed by groups are:

- Developing assessment criteria together/developing the language of assessment
- Use mark scheme or criteria to assess anonymous work
- Grade or level work with evidence
- Defend level/grade awarded
- Oral presentations
- Drama/role play
- Presentations utilising IT skills/facilities
- Jig-sawing/expert groups.

### ❖ **Self-Assessment:**

- For self-assessment, students will, once again, need to be provided with the criteria/assessment focii for the specific task in a manner appropriate to their needs.
- There will also need to be opportunities built into the process for a one-to-one dialogue/learning conversation with the teacher in order to ascertain and agree on the next steps.
- Note that self-assessment is, perhaps, the most difficult for students to undertake effectively – and in the hands of the least confident, it can lead to harsh self-criticism and a loss of self-esteem. It is recommended that, to accentuate the positive features of a student's work, he/she should, in the early stages at least, assess their progress through "2 stars and a wish."

## **Self- and Peer-Assessment**

### **Advantages and Disadvantages:**

Group work can be more successful when students are involved in developing the assessment process. This may include establishing their own assessment criteria through consultation with teaching staff. Alternatively you can provide students with sample self and/or peer assessment criteria.

The main aims of self and peer assessment are to:

- increase student responsibility and autonomy
- strive for a more advanced and deeper understanding of the subject matter, skills and processes
- lift the role and status of the student from passive learner to active learner and assessor (this also encourages a deeper approach to learning)
- involve students in critical reflection
- develop in students a better understanding of their own subjectivity and judgement.

### **Peer-Assessment:**

#### **Advantages:**

- Agreed marking criteria means there can be little confusion about assignment outcomes and expectations
- Encourages student involvement and responsibility
- Encourages students to reflect on their role and contribution to the process of the group work
- Focuses on the development of student's judgment skills

- Students are involved in the process and are encouraged to take part ownership of this process
- Provides more relevant feedback to students as it is generated by their peers
- It is considered fair by some students, because each student is judged on their own contribution
- When operating successfully can reduce a lecturer's marking load.

***Disadvantages:***

- The process has a degree of risk with respect to reliability of grades as peer pressure to apply elevated grades or friendships may influence the assessment, though this can be reduced if students can submit their assessments independent of the group
- Students feel ill equipped to undertake the assessment
- Students may be reluctant to make judgements regarding their peers
- At the other extreme students may be discriminated against if students 'gang up' against one group member.

**Self-Assessment:**

***Advantages:***

- Encourages student involvement and responsibility
- Increases familiarity with the assessment process and the criteria used for assessment
- Encourages students to reflect on their role and contribution to the process of the group work
- Focuses on the development of student's judgment skills.

***Disadvantages:***

- Self-evaluation has a risk of being perceived as a process of presenting inflated grades and being unreliable
- Students feel ill equipped to undertake the assessment.