



Safeguarding and promoting the welfare of children is everyone's responsibility.

IMPACT EDUCATION MULTI-ACADEMY TRUST

Mission

Impact Education Multi Academy Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged.

Vision

A Trust where hearts and minds connect; values-driven partners who work collaboratively to ensure education impacts positively on pupils, families, communities and staff.

Impact is a values driven organisation with the belief that collaborative leadership and strong partnership development can lead to significant positive impact on the quality of education. We believe that this can happen without schools losing their own identity.

We are an organisation where hearts and minds Connect and have developed a culture and ethos that ensures children and young people achieve the very best outcomes whilst developing a life-long love of learning. We have high expectations academically but we also place a great emphasis on positive attitudes to learning and building effective relationships with others. Our children and young people are encouraged to develop themselves as fully rounded, emotionally intelligent individuals. Our people are highly valued and encouraged to take advantage of the wealth of developmental opportunities across the Trust.

Marking & Feedback Policy

September 2024

The Whitley AP Academy



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1. The aims of this Policy

The aim of this policy is to ensure that the marking and feedback of work produced by pupils in the Academy supports them in making good rates of progress with their learning.

Pupils need to know what progress they are making in all of the subjects they are studying, they also need to know how the teacher's determination of the progress they are making has been justified; teachers also need to empower pupils to demonstrate short and long-term recall of knowledge and skills.

This marking and feedback policy will ensure that all pupils are well informed about the progress they are making and will be a key methodology for pupils to engage with, in the discourse about their progress / learning.

2. Marking & Feedback expectations

All lessons must be based on at least one clear and well thought out learning intention, with appropriate success criteria which reflect the needs of all learners present in a lesson. It is the expectation that all learning, recorded in each lesson – be this in books or files, is marked by teachers to a high standard.

It is expected that all work - which is recorded in books or files, is Titled, Dated and includes the Learning Intention. It is also expected that new / key language and relevant information is recorded in books / files as a tool to support the acquisition of new knowledge of time; in addition to the set work being completed by pupils.

When marking work and providing feedback, teachers are expected to provide constructive, personalised feedback which will:

- Accurately measure the progress made by all pupils in each lesson, using Bronze, Silver and Gold stars.
- Explain, in detail, how the judgement that has been made - based on the work completed; this should be recorded in the 'Green' box.
- Check the accuracy of new / key language and information which has been recorded; address any mistakes / misconceptions made.
- Check knowledge and recall, through the use of a personalised task for each pupil in the 'Pink' box.
- Shows pupils that their work is valued and consequently encourages them, in turn, to value their work.
- Boost pupils' self-esteem and desire to be successful learners.

3. BTEC Courses

Due to the nature of how BTEC courses are delivered and assessed, teachers of these subjects in Key Stage 4 will not be able to adhere to some elements of this policy - as is the expectation for all other subjects / lessons. The requirements needed to meet the standards in BTEC courses are prescribed by the awarding body and therefore we must follow their expectations.

BTEC coursework will be marked at the end of each unit, following the scheme established for each course delivered; teachers then provide bespoke feedback to each learner to support them in meeting the learning aims of each unit being covered; pupils then act on feedback to ensure their work is to the required standard.

The vocational team of teachers will meet on a half-termly basis to moderate their feedback to pupils; this process will be overseen by the Assistant Headteacher with responsibility for Key Stage 4.

4. Implementing the Marking & Feedback Policy

All work should be marked using a combination of typical teacher-led marking, quick-tick marking, self and peer assessment, and verbal feedback.

Marking should be done using green pens; being used to recognise and praise positive aspects of completed work, to note mistakes / misconceptions and areas to improve.

Marking and feedback should relate to set learning intentions and success criteria.

Formative marking should take place frequently during a unit of work, this will allow learners to benefit the most from a teacher's feedback, it should include praise and advice on how to improve work, formative marking makes the biggest impact on pupil progress; summative marking should take place at the end of a unit of work and should recognise the overall progress made by the pupil.

- Formal marking and feedback should take place for all notable pieces of pupils' work, with feedback given using one 'Green' box and one 'Pink' box.
 - The 'Green' box should highlight specific aspects of learning that have been done well and to tackle any mistakes / misconceptions; it should be written in language appropriate to the ability of the pupil.
 - The 'Pink' box should feature a personalised task based on previous learning, to check pupil recall of knowledge / skills.
- Opportunities must be given to ensure that pupils can respond to their 'Pink' recall task, this should be done in the 'Connect' element at the start of every lesson.
- Once a piece of work has been marked, teachers should then use their Bronze, Silver and Gold stickers / star stamps to demonstrate how successful the pupil has been in achieving the learning intention for a lesson.
- Gold, Silver and Bronze summary statements are as follows:
 - **Gold – Excellent progress has been made in this lesson, you fully met the learning intention to a high standard.**
 - Silver – Good progress has been made, you have met the learning intention for this lesson.
 - **Bronze – Limited progress has been made in this lesson, you have not met the learning intention.**

- Where work is not sufficiently completed, or none has been completed in the lesson, then no star stamp shall be issued, the teacher is expected to explain why this is the case.
- Opportunities for peer / self-assessment should be incorporated into core and non-core lessons as appropriate; this will depend on the suitability of the content / task and the ability of pupils to scrutinise their own work and that of their peers. If self / peer marking is used, this should be done through the use of purple pens and 'Purple' labels:
 - Pupils should mark their own / a peer's work using purple pens.
 - Purple labels should be used to record feedback and / or suggestions on how to improve a piece of work.

5. Monitoring Arrangements

Teacher performance regarding the effective implementation of this Marking & Feedback Policy will be monitored throughout the academic year.

During each half term there will be a process of Marking & Feedback Scrutiny, these sessions will be led by the two Assistant Headteachers. The scrutiny process will be completed in a range of different formats, this will include self and peer assessment by teachers. Senior Leaders will quality assure each Marking & Feedback Scrutiny.

In each scrutiny review, teachers will be expected to provide a sample of books / files for the subjects they teach, this will be for a select group of pupils – typically covering a range of criteria based on gender, ability, SEND, CLA status, Pupil Premium and attendance. The books of the selected pupils will then be sampled for the half term being reviewed, and will be graded against Academy expectations. Feedback for each area being reviewed will be provided to all teachers, as will overall statements detailing strengths and areas of development for the next scrutiny review.

Based on feedback received in previous cycles of scrutiny, teachers will be expected to demonstrate improved practice throughout the year.