

## **Expectations for the marking of student work**

### **(an extension to the guidance included in the Curriculum & Assessment Policy)**

Context:

Teacher Standard 6 states that teachers should:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Thomas Gainsborough School's Learning and Teaching Policy Guidance sets out, on pages 32-37, a range of expectations and strategies to ensure that the very most is made in terms of learning from providing students with feedback, including written feedback and DIRT activities. Furthermore, our Curriculum and Assessment Policy states:

**1**      *Feedback to support further progress is provided by teachers through:*

- *In class questioning*
- *Detailed formative marking*
- *Learning conversations*
- *Summative grades given for particular pieces of work that will inform regularly collected progress grades*

*Feedback will be sensitive and constructive, reflecting what has been done well and what is needed to be done in order to improve. The Thomas Gainsborough School Learning and Teaching Policy Guidance states that core subjects should be attempting to provide feedback weekly and all other subjects fortnightly. In practice, the minimum expectation for written feedback is every three lessons.*

*Feedback should also support whole school attempts to improve standards of literacy and written English, through the consistent application of the marking for literacy guidance (see Appendix 2)*

*In addition, students will be involved in the assessment process by:*

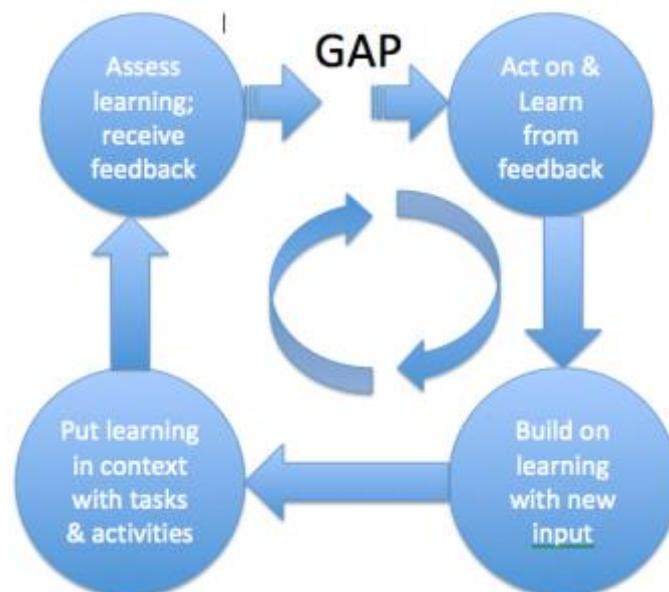
- *Being asked to respond to marking by completing an additional task/thinking/redrafting/correcting/reflection to ensure that they have understood and taken on board the feedback given in relation to the objectives and success criteria for the piece of work.*
- *This may include peer and self-marking activities. Different subject areas will adopt different practice within these broad principles. Teachers will also mark for literacy, using a standard school framework, set out below.*

Much of this is influenced by the ground breaking and now well established work of the Assessment Reform Group, collectively referred to under the banner of Assessment for Learning. Extracts from this research are included at the end of this guidance as are some additional, practical ideas for making this crucial activity as impactful as possible.

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Expectations: as per policy and guidance above and...

- Students should regularly receive a mixture of summative and formative feedback that is *“just in time, just for me, just where I am in my learning process, and just what I need to help me make progress”* (John Hattie). Practically, this should mean written feedback is received as a minimum, every three lessons.
- Students should have regular opportunities to respond to feedback, for example as part of the planned activity for a subsequent lesson, or as part of a preparation for learning task (DIRT) – and the evidence of this student response should be recorded in their exercise books or folders – for example, in the form of a redrafted paragraph, a redrawn graph, completion of additional examples to demonstrate secure understanding of a new concept or some corrected spellings. In this way, students, teachers and parents can see progress being made and the “gap being closed”



- Action Research Groups at TGS investigated this area of work in the school year 2015-16 and made the following observations and recommendations:
  - *Use colour coded tasks that can be displayed on the screen to direct students to which DIRT activity they need to do – this has the added benefit of allowing collaborative working if you wish.*
  - *This collaborative working could also include self or peer assessment of the DIRT – thereby not increasing workload of the teacher.*
  - *Build DIRT into your planning – it does not have to take place at the start of the lesson – for example, if after marking some work a common misconception is identified, this could be re-taught and then students complete a DIRT activity following your additional input.*
  - *Challenging students to identify their own DIRT activities can be an effective way of stretching the more able students.*
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- It is up to Heads of Department to set expectations for which pieces of work will be marked summatively and which will be marked formatively, as well as what the approach will be for “marking” class notes.
  - It is also up to Heads of Department to set expectations for how DIRT and other forms of student response to written feedback is laid out and presented – for example, use by the students of a different colour pen, “boxing” improvement work, keeping a record sheet in the inside front cover of exercise books to record improvement tasks that have been given and completed etc.
  - Finally, it is also up to Heads of Department to decide what, if any, codes, symbols, or checklists of commonly made mistakes in their subject are devised and used in their subject areas, with the caveat, that if they are, they are used consistently across the whole team and that they are easily accessible to students so that they can be acted on.
  - Heads of Department will be expected to conduct regular work scrutiny in department meeting time as per the monitoring and evaluation calendar and report their findings and actions to the relevant Assistant Headteacher.

## Reduce workload AND increase impact!

### Student engagement with written feedback

Instead of...	The teacher...	The student...
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement; WWW: EBI:	Works to "Close the Gap" on the one issue identified
Writing 'well done you have...' next to good aspects of the work	Puts a double tick next to the best parts of the students work	Adds the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. <b>There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!</b>	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a little mistake	Writes WWW? (What's wrong with this?) Or RTQ! (Read the question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!
Giving back work and moving straight on... <b>Give students time to Close the Gap to make all that marking time worth it</b>	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if teacher asks students to "put a tick next to my comment if you know how to improve and a ? if you don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload.	Students read and start to engage with marking before working on the "Close the Gap" task the teacher has identified.

## Curriculum & Assessment Policy Appendix 2

### Marking for Presentation Literacy Good Practice Checklist

These symbols should be used across all subjects in the school to ensure consistency of practice in using marking as a strategy to improve the accuracy of spelling, punctuation and grammar. Students should be given the opportunity as part of DIRT (Dedicated Improvement and Reflection Time) to correct and/or improve written work based on this sort of feedback.

<b>Symbol</b>	<b>Meaning</b>	<b>Potential Action by Student</b>
<b>Sp + Underline or Circle</b>	Incorrect spelling	Write correction as appropriate
<b>P</b>	Punctuation error	Rewrite sentence with correct punctuation
<b>G</b>	Grammatical error	Rewrite sentence with correct grammar
<b>C</b>	Missing/misuse of capital letter	Write correction as appropriate
<b>//</b>	New paragraph needed	
<b>?</b>	Meaning unclear	Redraft sentence/paragraph

In addition, in each classroom is a poster showing expectations for all students in terms of how they should present their work. Feedback from teachers should include comments and suggested improvements in relation to this where appropriate, and to encourage students to take genuine pride in their work.