

Marking, Assessment & Feedback Policy

Rationale:

The Hampton High teaching and learning principles have been designed to support staff so that we can give our students the best learning experience possible. Feedback is at the heart of these principles so that we can make real time decisions about whether students are making progress. Our whole school policy is under constant review and is based on the most cutting edge and up to date research with staff and student wellbeing at the centre of any decisions taken. We believe in a feedback policy that is designed firmly for the staff and students in line with the Hampton High teaching and learning principles. Therefore, with such a wide range of work and activities completed each week, it is not expected that every piece of work is marked or that the students should receive feedback on all the work they do such as class notes. It will be clearly sign posted to students which pieces of work will require feedback and this will be done in a timely manner for maximum impact.

The Core Principles:

Selective

Teachers will plan pieces of work where detailed feedback will be given to students and communicate this with them. This work will have clear success criteria set out in the learning journey so that students can check how they have done. Notes, planning, dual coding, practice and peer/self-assessment do not require written teacher feedback. This selected piece of work should help you measure whether students 'know more' and can 'do more'.

Effective

Feedback should allow students to understand what they need to do to improve and should be manageable for the teacher. Professional judgement should be applied to determine the most effective form of feedback. **It is not a requirement that feedback should be individually written in every student's book, but the teacher must read every students piece of work that has been selected.** Personalised comments can be powerful but are time consuming. Whole class feedback sheets are an effective way of demonstrating to the class the areas where they have been successful and where the common misconceptions are. **Personalised feedback should be given to students who are underachieving.**

Formative

Students need to reflect on their work and respond meaningfully to the formative comments in DIRT (directed improvement and reflection time) using green pen. This could be re-drafting, correcting, improving or re-learning a concept or idea. Each student will have a clear **NEXT STEP** comment to guide them towards with their next piece of work.

Reflective

Lessons will be planned based on trends and misconceptions found when reading students work. This will also allow you to reflect on your application of the Hampton High teaching and learning principles and consider areas for personalised CPD and coaching.

Frequency:

Feedback should take place in a way so that every student always knows where they are at and how they can improve. They should receive feedback frequently through questioning, checking for understanding, peer/self-assessment, live modelling and after the submission of assessed work. Students should be able to refer to their road map to judge whether they know more and their learning journey to judge whether they can do more.

Expectation of staff:

Staff should endeavour to plan when pieces of assessed work should be carried out so that they have time to provide written/whole class feedback for the next lesson.

Marking for literacy:

Teachers will be expected to follow the whole school literacy policy. Teachers should focus on common spelling errors and use of capital letters commas and full stops. These should be identified in individual books or as part of a whole class feedback sheet and students should be given the opportunity to make corrections.

Last Reviewed:	04 February 2021
Next Reviewed	04 February 2022
Reviewed by:	School Business Officer
Responsibility:	Assistant Headteacher WJO