

	POLICY TITLE:	Marking and Feedback
Kingsmead Academy T/A Kingsmead School		
Committee/Person Responsible for Poli	Assistant Headteacher: Teaching & Learning Provision & Progress Sub-Committee	
Date Approved by Governing Body:	November 2022	
Date of Last Review:	Term 1 – 2022/23	
Next Review Due:	Term 1 – 2023/24	
Associated policies: <i>Please also refer to New Guidance on Remote Learning via Firefly</i>	Teaching and Learning; Literacy across the Curriculum; Home Learning; Departmental Schemes of Work and Handbooks; Intervention ; English as an Additional Language (EAL); Numeracy across the Curriculum: Staff code of conduct	

Marking and Feedback Policy

At Kingsmead we believe marking and feedback play a vital role in moving our students' learning forward. Marking is used to check learners' understanding, identify misconceptions accurately and provide clear, meaningful feedback. Our policy is effective, sustainable and time-efficient based on current educational research. Put simply, our students need to know what they have done well and what they need to do to improve.

Definitions of marking and feedback

Although clearly marking and feedback are linked, they are not the same and can be defined as follows:

Marking – the routine activity of reading, checking, monitoring, correcting and giving a mark to students' work as appropriate.

Feedback – providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

Marking

Marking forms part of our professional duty and is driven by the professional judgement of the head of department. We do not expect to see any specific type or volume of marking. Detailed feedback should be manageable and frequency will vary from subject to subject with the minimum being at least once per term (three term year) for all subjects.

Routinely reading, checking and monitoring students' work shows students that we value their work and provides us with crucial, ongoing information about how well they are learning. Although acknowledgement marking is unlikely to considerably enhance student progress, we use it to monitor the completion of in class tasks as well as home learning tasks.

Presentation marking ensures all pieces of assessed work have a date and title, underlined with a ruler. There is an expectation that exercise books are well presented.

The Kingsmead Marking Code is used to improve literacy across the curriculum and will be evident in a proportion of students' work in all subjects.

sp = spelling

p = punctuation

// = new paragraph

Feedback

Research by the Education Endowment Foundation suggests that providing feedback is one of the best ways of improving students' learning. Effective feedback encourages students to think about their learning by identifying what is going well, not providing students with the answer, but instead, expecting them to think and to refine future work as a result. Time needs to be set aside for students to consider and respond to any feedback through home learning or during lesson time.

Feedback needs to be specific, accurate and clear on how to improve in order to motivate and support further effort. It should also provide a level of challenge for all students. Recent studies show that errors resulting from misunderstandings should be marked differently from careless mistakes. Misunderstandings should be addressed by providing hints or questions to lead students to the correct answer. Careless mistakes could be underlined to identify it as such.

Yellow stickers or yellow tracker sheets are used by students or teachers at the head of departments discretion to identify targets. Targets should be specific and actionable to enable students to progress with their learning. Grades should be used sparingly and only used for assessed pieces of work. Awarding grades for every piece of work may reduce impact of marking and teachers' formative comments.

Monitoring of marking and feedback

Book scrutinies are led by SLT and leaders of learning to monitor the quality of feedback. The focus of which includes specific student effort, success in completing work, the level of challenge for all, how feedback prepares learners for future success and how it is used by students to improve their knowledge, understanding and skills.