

Marking and Feedback Policy June 2015

Marking and feedback at Helston Community College is focused on promoting effective learning and raising standards.

It is based on the principles that students make better progress if:

- a. They know and recognise the standards they are aiming for
- b. They are aware of the next steps in their learning through self-assessment and effective feedback.

Assessment, marking and feedback are, therefore, an integral part of our teaching and learning pedagogy and practice.

Each faculty has their own marking and assessment policy which should fit within these guidelines and provide more contextual detail:

- **TIMING:** Marking and feedback should be regularly conducted; as agreed within faculties. No student should go for an extended period of time without having their work assessed by a teacher. Books and other work should not reflect extended periods of time with work which has not been checked by the teacher. All longer projects require interim assessment and feedback to take place within this time scale.
- **FORMATIVE:** Marking should be formative in nature and give students clear and concise 'next steps' in order to improve their learning. This applies even where summative mark schemes have been used and marks awarded.
- **DIT:** Students should be given 'Dedicated Improvement Time' within the lesson or as a homework task to analyse the teachers' marking of their work and demonstrate the feedback has been acted upon. Teachers should ensure a response is given and close the dialogue

- **PEER AND SELF ASSESSMENT:** The use of self and peer assessment by the students is encouraged. However, this should always be using clear marking criteria and should always be visibly quality-assured by the classroom teacher.
- **LITERACY:** It is the responsibility of all subject areas to help develop the literacy skills of students through the correction of spelling, punctuation and grammar. A consistent approach is adopted across the college

Annotation of students' work

Where there are many errors in a student's work, teachers will not correct every mistake, but they will focus on the most important areas for the student to work on. Staff need to identify no more than five key words that have been spelt incorrectly. These should be written correctly by the teacher on the work; students should do an activity to learn the word (e.g. word art, spell speak, apply a spelling rule etc). They should then use the 'look, cover, write and check' method to practice the spelling the word correctly. The following annotations will be used in the margins to indicate errors:

Sp	–	spelling
P	–	punctuation
C	–	capital letter
Exp	–	incorrect expression
Gr	–	grammatical error
NP	–	new paragraph

Please consult the literacy policy for further advice and guidance.

- **HOMEWORK:** Homework should always be checked, marked where possible and feedback provided to students.
- Heads of Faculty are required to have clear monitoring and recording systems in place to quality-assure marking and feedback against their policies.
- SLT will conduct a regular work scrutiny on a sample of work across the college.

SLT 19/5/15

Full Governors' Meeting 11/6/15