



# NORTH BIRMINGHAM ACADEMY

## MARKING AND FEEDBACK TO IMPROVE LEARNING POLICY

### **The purpose of written Feedback**

The main purpose of written feedback is to ensure that 'pupils understand how to improve their own learning as a result of frequent, detailed and accurate feedback following assessment of pupils' learning'.

Feedback to any student should assess 'pupils progress regularly and accurately and discuss assessments with pupils so that they know how well they have done and what they need to do to improve' as well as allowing teachers to take 'actions in response to pupils' feedback.'

### **When should work be marked in detail?**

Detailed, summative marking should be provided on 'milestone' assessments within Schemes of Work and/or significant pieces of work, with assessment opportunities identified in the medium term plan.

This form of marking should take place where students have tasks that provide the opportunity to show progress against key learning objectives. As a minimum, the marking should occur in the cycle below:

Core Key Stage 3: Year 9 – 6 hours; Year 7- 8 – 9 hours

Core Key Stage 4: Year 11 – 8 hours; Year 10 – 12 hours

Core Key Stage 5: 8 hours

Non-Core Key Stage 3: 4 hours

Non Core Key Stage 4: Year 11 – 6 hours; Year 10 – 9 hours

Non Core Key Stage 5: 6 hours

Vocational Key Stage 4: 12 hours

Vocational Key Stage 5: 12 hours

**This frequency is the minimum and must occur more frequently if deemed necessary by external examination subjects.**

## **How should assessments be marked?**

- Detailed comment should focus on the learning objectives and outcomes and give a current working at grade or current level.
- Students should be given written feedback that indicates...
  - A clear evaluation of their strengths and areas for development
  - What learners need to do in order to reach the next sub-level, level, grade or meet assessment criteria
  - **TIME should be given for students to reflect on the detailed comments in order for them to act upon the feedback and improve their learning. Students should be given 5 minutes to comment on what the teacher said about their work to commence dialogue with the students.**

This is SLIP marking:

S – Strengths that demonstrate why they have achieved that level/grade.

L- Level/Grade.

I – Improvements highlighting what a student needs to do to move to the next sub level/level.

P – Personal Comments from students. (TIE)

Tell what do you need to do to improve?

Identify me how you will show this?

Explain what further support you need?

## **How should other work be marked?**

All other work should be marked with feedback to move learners forward with there being no need to provide grades, levels, letters or effort marks.

There is no expectation for the teacher to be solely responsible for this form of marking. This marking can be carried out using the form of:

- Subject statement banks which the students use to generate targets.
- Self assessment.
- Peer assessment.

There is no need for the teacher to mark self and peer assessment within the books. The validity of students' comments/targets must be checked within the lesson through the mini plenary.

## **Oral Feedback**

Oral feedback should be focused on the learning objectives to motivate and encourage students in the absence of frequent surface level marking. It should be specific to the task and positive. Oral feedback needs to be recorded on a pupil assessment sheet that highlights the students' strengths and areas for improvement.

## **How should literacy and numeracy be marked and assessed?**

Each department has a specialist focus within literacy and numeracy where they are teaching a specific literacy and numeracy skill that is linked to their subject. When this skill is taught, staff must assess students on their level of competence and understanding. Initially, in year one, staff are only required to RAG rate students' performance identifying whether they are red, amber, green. After the first year, staff will be provided with level/grade descriptors for each literacy skill; these must be used to award a grade for the literacy and numeracy skill that is their departmental focus.

## **Policy Review**

This policy will be reviewed and revised as necessary after a period of 12 months or sooner as changes in educational practice and policy require.