



KINGSWOOD SECONDARY ACADEMY

Marking & Feedback Guidance

Respect, Independence, Service to the Community, Empathy

Introduction

At the Kingswood Secondary Academy, we believe that regular and effective feedback ensures our students know how to improve the standard of their work and allows them to demonstrate outstanding progress over time.

This document is intended to highlight the common themes that should be seen in marking and feedback and clarifies the minimum expectations here at the Kingswood Secondary Academy. These practices will allow both teachers and students to regularly identify areas of strengths and weaknesses and encourage a dialogue that promotes the development of knowledge and understanding within the subject. It is believed that this common practice will help to foster greater student independence, in line with our RISE values, as students gain a deeper understanding of the work or skills, they need to develop to improve their outcomes.

Target grade/level and current performance

It is the responsibility of each class teacher to ensure every student knows their target grade for that subject with an indication of their current performance (relevant to target). Effective feedback must allow students to know and articulate their current performance and identify the key areas for improvement which will allow them to reach or exceed their target grade.

Assessment and feedback expectations

We follow the principle of PiXL DTT (Diagnose, Therapy and Test) here at the Academy. Diagnosis of a student's understanding of a topic area can be done through any form of assessment at any given point determined by the classroom teacher and / or the Curriculum Lead. It can be a small stake assessment e.g. a piece of classwork or a homework or through a more formal assessment e.g. a PPE (Pre-Public Exam). The diagnosis should be used by the teacher to set bespoke therapy for the pupils. The therapy will enable the student to improve and develop; consolidate or extend their skills, knowledge and understanding. This will mean that when they are tested, they are more likely to achieve or even surpass their target grade.

It is essential that the classroom teacher assesses therapy to ensure that the advice that was given has been acted upon accurately. A progress comment about the therapy should be made by the teacher such as 'improved work' or 'much better work' or 'this detail would improve/secure your grade'. This should, where possible, be combined with a new level, mark, or grade. Fine grading (using – and +) may be helpful when providing a new grade if this is appropriate. However, the teacher may feel that they need to make a more detailed comment than this. If a more detailed comment is given this may count as your second piece of teacher feedback (see guidance on frequency below).

It is expected that in addition to written feedback the teacher as a minimum verbally feedbacks their written comments to those students who struggle with literacy and / or have weak vocabulary skills e.g. SEND, EAL, PP (if appropriate) to ensure they understand completely what they need to do to improve their work before starting the therapy task.

There is no expectation for student's to further improve their work unless it is clearly below their known standard, in which case it must not be accepted. Teachers must **always** challenge low standards; otherwise low standards will become the norm. (See presentation of student work below).

Staff feedback should always be done in green pen. Student responses to feedback, including therapy, should be done in red pen.

Guidance on Frequency of marking and feedback

Teachers of core subjects (English, Maths and Science) should mark work at least three times every half term (6 to 7 weeks). There is no obligation to mark work other than the three pieces of work selected for marking, and teachers should refrain from making generic comments or ticking and flicking. Students should be supported to self-mark in lessons. In Maths and Science students should be supported to self-mark most of the work completed in lessons to check that work is accurate and has been understood. Teachers of non-core subjects who teach classes more than once a week (EBACC and Option groups) should ensure that student books are marked at least twice every half term. Those who only teach a class once a week should mark student's books at least once every half term. Teachers of split classes should ensure that the criteria for marking is met.

Work that is teacher assessed for DTT does not have to be a formal assessment. For example, one piece could be a peer / self-assessment, one could be a small stake assessment (a piece of homework or classwork) and one could be a detailed response to the therapy task set for the small stake assessment. Alternatively, it may be appropriate to teacher assess three small stake assessments or a PPE, therapy and a reassessment. It may be decided that one or two of the small stake assessments are marked using the KSA whole class feedback sheet or following the selective marking strategy. Crucially it is the teacher's professional judgement in line with the faculty assessment plan (as detailed in the faculty Long and Medium-Term Plans) that should determine what is being assessed and when.

It is expected that all PPE's are marked using QLA (question level analysis) so that students have a PLC (personalised learning checklist). It is expected that bespoke therapy is provided so that students can improve their work and master any misconceptions they may have had. Time must be provided in lessons to ensure that students are able to complete this fully.

Literacy

Staff feedback must always be legible and should model good literacy.

All teachers have a responsibility to support literacy and should challenge spelling, grammar, and punctuation errors. This means for example that student names and teacher names on the front of books should have capital letters, days of the week and months should have capital letters and all sentences should start with a capital letter. Common subject specific spelling mistakes (up to three per piece of assessed work) should be written out by the student at least 3 times and checked by the classroom teacher.

Teachers can use the following marking symbols if they wish:

Mark	Meaning
Sp (and underline if appropriate)	Try this spelling again
CAP	Find the missing or misplaced capital letters
FS	Full Stop
//	Mark in where the paragraphs should be
+	Add in this point that you forgot to include
✓	Well-written section – apt and clear

Presentation of student work

The Academy is committed to supporting students to the highest levels of achievement and to that end insists on the highest of standards by students in the presentation of their work. It is important that students respect their books and respect the time teachers have given to provide constructive and helpful feedback. The following non-negotiable procedures apply to the presentation of student work in exercise books and folders:

- All work should be headed with a title and a key question that is underlined using a ruler.
- All work should include the date that is underlined using a ruler.
- All pictures, diagrams and tables created directly in books should be completed in pencil with rulers used to draw straight lines or compasses to draw circles.
- All written work should be completed in black/blue pen only. Exceptions are for work that is submitted for external assessment purposes where only black pen may be permitted or red pen is used when completing any amendments or improvement tasks.
- Students should identify the type of work in their book by writing a title of Homework or Assessment for formally assessed work or tests.
- Any deletions should be made by one single line made with a ruler, crossing through the word/s.
- Pupils should be encouraged to write fluently and legibly (using joined up handwriting where it has been taught to them).
- Pupils should ensure that all additional sheets are glued, or treasury tagged into books.
- Exercise books and folders should be free from irrelevant drawings/doodling or graffiti.

Quality assurance

The quality of marking and feedback will be rigorously monitored through the Kingswood Secondary Academy quality assurance process.