

Herne Bay High School's Marking and Feedback Guidance

The aims and guiding principles of marking and feedback should be common to every department in the school and should be the basic principles set by departments for all year groups. This guidance outlines criteria departments will use for creating a marking and feedback structure that supports their curriculum.

Key Principles

Teachers' responding to student work is a central function in the learning process. Marking and feedback should be developmental and improve student learning and understanding. The feedback should help students gain a clear understanding of how well they have gained knowledge, concepts, and skills. It is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a learning dialogue that will positively impact on progress.

This guidance will establish an expectation on the way students work is marked so that students feel valued and have a clear understanding of how well they are doing and what they need to do to make progress. The guidelines will set the framework for ensuring all students have their work marked regularly to help them meet or exceed their academic potential. Feedback will inform students of what they need to do to improve and will inform teacher planning and monitoring. The follow up by students to the feedback they have received is an integral part of the process.

Feedback is most effective when it is timely and the student knows the purpose of the task, how well they have achieved this and what they need to do to improve.

Subject Specific Statement

In addition to the following guidelines each department should have a clear statement outlining specific guidelines for marking and feedback in their curriculum area. These guidelines will specify the aim and frequency of written feedback and will state the types of student work that will be formally marked. The guidelines will make it clear for teachers where student work should be marked online or where the physical work should be marked by hand. The most appropriate mechanism to provide feedback will be used.

Written Feedback

It is expected that teachers enable students to engage in the learning dialogue by planning response time during a lesson where students are required to respond to teacher comments, reflect on their work and make improvements.

The written feedback provided by teachers should:

- be constructive and help learning
- relate to lesson objectives and/or learning outcomes so that students know if they have successfully achieved the expected outcomes
- prevent misconceptions from being repeated
- be regular, kept up to date, and returned promptly to students
- leave students with 'work to do' by providing opportunities for students to respond to teacher feedback and allow students to demonstrate that they understand how to make progress and take action, for example the marking could end with a question posed by the teacher for the student to respond to

Where marking systems, acronyms, rubrics, or codes are used by teachers these should be made clear to students, along with the criteria for marking as well as the comments and grades awarded. The codes and their definitions should be affixed to the students' classwork so that they may refer to them when reading teacher comments.

Following is a list of the codes that could be used when marking for literacy:

Literacy Marking Code	
✓	Good point/correct
✘	Incorrect
SP	You have spelled a word incorrectly
P	You have misused or missed punctuation
C	Incorrect use of capital letter
V	Use another word (vocabulary)
T	Your tenses need checking
?	Meaning unclear
//	New paragraph
^	Word missing
U	Join these
/	Separate these
H	You have used a homophone incorrectly

Formal assessments must be teacher marked and not peer or self-marked. This work should be returned promptly to students and should be marked using the agreed criteria/mark schemes shared by the head of department. Where student tracking sheets are used to summarise performance in assessments these should be affixed to the student class work so they may be referred to by the student at a later date.

Regularity of class work marking

The type and extent of written feedback will vary from subject to subject. Marking that provides no constructive feedback and does not improve learning is not required.

For subjects with 8 or more lessons per fortnight the expectation is that there should be evidence of teacher student interaction on a weekly basis. For subjects with 4 to 7 lessons per fortnight the expectation is that there should be evidence of teacher student interaction at least once each fortnight. For subjects where there are 3 or fewer lessons per fortnight the expectation is that there should be evidence of teacher student interaction every 3 to 4 weeks.

Therefore, marking should be regular, up to date and timely. Marking can include correcting mistakes and misconceptions, checking for SPAG or numeracy errors, providing developmental feedback.

Students in practical subjects and those with coursework/controlled assessments need to have regular feedback, even if a project may extend over a long period of time. The expectations of frequency and type of comments required must be made clear by the HOD in the department statement.

Where assessed pieces of work are to be used for submission for final examination/assessment teachers should defer to the HOD guidance and exam board guidance which will clearly state what (if any) written feedback is permitted.

The role of teachers

The teacher is the key driver of learning and marking is an integral part of this process. Teachers will mark work and provide feedback in line with the HBHS expectations and in line with the department statement which will have clear guidance on what marking/feedback is permissible for externally assessed pieces.

The role of HODs

The HOD should:

- Ensure the department has a coherent and consistent approach to marking and feedback through their own departmental subject specific statement
- Ensure teachers mark and provide feedback in line with school guidelines
- Monitor the quality of marking and feedback in their department through class work sampling and work scrutiny
- Take the necessary steps to deal with issues of underperformance
- Ensure departmental marking and feedback is planned over the course of the year
- Plan opportunities for teachers to share good practice
- Ensure all teachers within their department are clear on the external requirements of awarding bodies for the marking of assessments submitted as evidence towards a student's final grade/award
- Plan opportunities for monitoring marking and feedback within their department and to moderate assessments to ensure consistency

The role of the leadership team

The quality assurance of marking and feedback given by teachers will be carried out by the HOD and the results of this QA will be shared in meetings to ensure the feedback provided by teachers is effective. The AP will quality assure the marking and feedback given by teachers through the process of class work/exercise book scrutiny during subject development reviews.

Monitoring and Evaluation

The monitoring and evaluation of the marking guidance will be ongoing by the AP and the Leadership Team. The guidelines will be reviewed at the end of each academic year to evaluate strengths and areas for improvement. HODs will have a clear subject specific statement outlining how the marking guidance will be implemented in their department.

The monitoring of marking will be carried out through the process of self-evaluation by the department, class work/exercise book scrutiny, the QADI process, sampling of student work and sampling of teacher marking and during the subject development reviews.

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