



Marking & Feedback Policy

1 LEARNING CYCLES

- 1.1 The Marking Policy at King James's is based on the principle of learning cycles. Each year is divided into five learning cycles lasting approximately seven weeks each. The first learning cycle starts on the Monday of the first week of the academic year in June.
- 1.2 Each cycle a learning assessment is carried out per subject. The assessment will be based on all work produced by the student in that cycle. This will include at least one learning assignment that is marked and assessed formally.
- 1.3 Departmental learning assignments are used by all members of staff in each learning cycle. A learning assignment is a key assessment that involves giving formative feedback and student self-evaluation (not necessarily a test). Where appropriate, common learning assignments should be used to allow for standardisation.
- 1.4 Teachers will provide formative comments that will be included in the learning log for each learning cycle. A learning log is a standard format sheet for feedback on learning assignments that is contained in students' planners. Students should be encouraged to comment on this feedback as part of the process.
- 1.5 The teacher will provide a forecast grade based on **all** assessment evidence, including any identified learning cycle assignment. The forecast grade should be indicative of what the teacher believes the student will achieve at the end of the programme of study.

2 MARKING

- 2.1 At **key stage 3**, it is expected that every teacher will mark work to be used as evidence for the forecast grade for each learning cycle. In the case of teachers sharing groups, the members of staff should use their combined assessment of the student to arrive at the forecast.
- 2.2 The volume of marked work will vary according to the amount of teaching time allocated to subjects.
- 2.3 Subject leaders will identify work that will be marked and feedback provided.
- 2.4 Attention to quality of written communication (spelling, punctuation and grammar) and the pride students take in the presentation of their work should be part of the marking and feedback where appropriate.
- 2.5 The same policy applies at **key stages 4 and 5**. The volume and nature of assessments should be appropriate to the courses of study.
- 2.6 Where controlled assessment/coursework is used to generate forecasts, feedback on current performance and formative targets will be set as usual. If examination board assessment does not allow this, then other marked work should be used to support the student's development.

3 VERBAL FEEDBACK AND PEER AND SELF-ASSESSMENT

- 3.1 Students will be provided regularly with verbal feedback on their progress towards learning objectives. This feedback will not be recorded in students' books but teachers will ensure that students understand the verbal feedback given and can use it to improve their work.

- 3.2 Teachers will encourage students to engage in peer- and self-assessment where appropriate. This could take the form of either verbal or written assessment but will be based on clear success criteria in language that students understand. Self-assessment in particular may relate to a student's specific work in class or their attitude to learning and the effort they have displayed during the lesson or homework task.

4 CHECKING DEVELOPMENT WORK (ROUTINE MARKING)

- 4.1 The objectives of the Marking Policy are to avoid meaningless rote marking and to maximise the value of feedback to the student. Activities that develop the students' learning in lessons or at home but that are not assessed can be acknowledged in a different way:
- a) Teachers look through students' work twice per learning cycle (towards the middle and end).
 - b) The work is stamped once in the margin to show that the book has been seen.
 - c) Teachers may choose to make minor corrections or a brief comment relating to effort, quality of work, spelling, punctuation and grammar or presentation.
 - d) Stamping student books may well take place during lesson time. This could prove an appropriate moment for awarding merits and giving oral feedback as part of the teacher's assessment for learning process. (Top tip: carry a red pen in class and mark where students need to mark corrections; they can then action this straight away rather than after the lesson has passed by.)
 - e) This policy also applies to work 'in process', such as extended learning projects or coursework.
- 4.2 Heads of Department, Heads of Year and Senior Leaders carry out one learning walk per learning cycle. A learning walk involves a brief visit to a sequence of lessons to sample student books and comment on assessment and learning. A few students may be asked to complete a short questionnaire (L&T focus) or to speak directly to staff about the feedback and marking in their books. This procedure is designed to identify best practice and ensure consistency in application of our Marking Policy.