



KING JAMES'S SCHOOL, KNARESBOROUGH

POLICY STATEMENT

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 four learning cycles lasting approximately nine weeks each. The first learning cycle starts on the Monday of the first week of the academic year in September. Learning Cycles are marked on the school calendar.
- 1.2 Each cycle at least one formal learning assessment is carried out per subject. These formally assessed pieces are indicated by green sheets in books or folders. Students are encouraged to interact with comments in purple pen.
- 1.3 Green sheets allow students, staff, tutors and parents to monitor and reinforce targets. There is an expectation that there will be other marking taking place alongside green sheet marking. Examples of this are a learning conversation, mentoring or coaching, active marking or literacy checking.
- 1.4 The teacher will provide a current grade and a forecast grade per learning cycle 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.
- 1.5 King James's School curriculum pledge supports marking. All departments in school structure their green sheets with reference to assessment criteria, with room for targets and an opportunity for student reflection. Parents are actively invited to look for these green sheets in Learning Cycle data that goes home. Adherence to these green sheets is monitored through learning walks.

2. MARKING

- 2.1 In all key stages, 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 formally marked and green sheet 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 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 always 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. Self assessment is shown in a purple pen on work.

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:
- 4.2 Teachers may choose to make minor corrections or a brief comment relating to effort, quality of work, spelling, punctuation and grammar or presentation. There will be reasonable adjustments for students with SEND as appropriate.
- 4.3 Stamping student books or active marking may well take place during lesson time. This could prove an appropriate moment for awarding positive Bromcom comments and giving oral feedback as part of the teacher's assessment for learning process

This policy also applies to work 'in process', such as extended learning projects or coursework.

- 4.2 Heads of Department, Learning Managers 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 summative sheet is completed that focuses on student progress, student voice and quality of teaching. Areas for development are identified and flagged with teaching staff and Heads of Department via Leadership Team Link Meetings. 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.