



Wood Green
ACADEMY

Marking, Feedback and Assessment Policy **2021-2022**

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EXCELLENCE AS STANDARD

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Marking and Assessment Policy 2021-2022

Reviewed Summer 2021, changes to maintenance marking in red

Maintenance Marking

Teachers will acknowledge all work through the use of ticks/teacher initials.

Immediately obvious literacy/subject knowledge errors ie: key spellings and capital letters will be identified for correction.

Benefits

- Enforce and monitor expectations in terms of written work
- Identify students who need support in the organisation of their ideas through written work
- Informs planning
- Identifies any needs for reteaching where students have clearly misunderstood or mixed up ideas
- Students like to know their work has been seen (student voice), they see a tick as feedback

Problems

- Teachers drawn into writing lengthy comments
- Time needed? (NB around half of teachers are still doing some sort of maintenance marking despite it)

Assessing Learning

Assessment for Learning (AfL) (formative assessment) should be in almost all lessons.

This could include: peer assessment, self-assessment, verbal feedback, questioning, short tests/ quizzes, e-learning, use of Thinking Skills based tasks , mini plenaries, short or extended pieces of writing, etc

Benefits

- Real time so intervention are immediate
- Can be used to support engagement
- Can be used to support chunking and lesson structure
- Informs later teaching in the lesson and subsequent lessons

Problems

- Not always used effectively – Q&A to volunteers, rather than whole class response, is not an accurate assessment of all learners' knowledge and understanding and can lead to misconceptions going unnoticed

Deep Marking

Assessment of Learning (AoL) (summative assessment) is focussed on the outcome of learning and is more formal. It will be identified in Depts. SoL and will often take shape in the form of an exam, end of unit assessment etc

This is an independent task or test and should take place broadly every 10 hours of learning.

Students should receive detailed and diagnostic feedback about their strengths and areas for development in line with department policy.

Exam board mark schemes/ assessment criteria should be applied where appropriate.

Marking for Literacy to be applied following the academy's common marking symbols (see below).

Students must undertake DIRT from this assessment.

Benefits

- Personalised and matched to students (student voice like this)
- Knowledge, understanding, skills and exam technique covered
- Targets for improvement develop students' knowledge, understanding, skills, exam technique
- DIRT, students want the chance to act upon the advice given (DIRT task) to see if they have improved

Problems

- 10 hours – does that meet needs of every subject / student / Key Stage / Year group?
- Selection of the work to be “deep marked”
- Quality of feedback and the subsequent DIRT
- Marking for SLT and monitoring, and not the needs of the learner – wrong audience
- Managing workload

Use of Common Marking Codes

- They are not being used consistently across subjects or within subjects and therefore should be reviewed

Purple pen for DIRT action

- This is largely seen across all subjects and year groups

Dirt

- Varies in quality, regularity and impact across school (QoTL)
- Some cases reflection is more apparent than action
- Some action tasks do not address the issue
- Sometimes students do not receive feedback on the dirt therefore not able to say if issue has been addressed, or if student needs further assistance
- Students value DIRT, they like the chance to act upon the advice they have been given

Whole School Approach – Departments will have departmental policies that follow the recommendations below.

Maintenance Marking

1. Maintenance “marking” in terms of taking exercise books or folders in to check is not necessary nor encouraged. Online assessments should be used to inform teachers’ planning, and these should be set with due dates that allow teachers to review the assessment and use the findings to inform their next lessons. In terms of maintaining high expectations in relation to the presentation and completion of work, this should be checked during the lesson whilst the teacher is circulating and monitoring the learning in their lessons. It is recommended that teachers stamp or sign books to show that they have been checked. This has been agreed with Heads of Department in the Summer TLA Meetings 2021.

Assessing Learning

1. Whole class response to be incorporated into lessons, as well as other techniques to assess the learning of all students in real time, and to enable teachers to adapt their planning to meet the needs of the students
2. Peer and self-assessment

Deep Marking

1. Key stage managers are to identify pieces of work which will be marked by the teacher and constructive feedback provided that links into an appropriate dirt task that enables the students to action the improvements they have been given. This “DIRT” will then be marked so the student and teacher can judge if the necessary improvements have been made. The identified piece of work should be of a nature that allows teachers to assess knowledge, understanding, skills and application. Data associated with this marking to be discussed between HoD and JSC
2. The feedback provided can be oral or written
3. Feedback is based upon teacher marking and not self / peer assessment
4. The DIRT should be personalised and meet the needs of the student. This does not mean that each student gets a different DIRT, but that the DIRT given is relevant to that student.
5. DIRT should follow the piece of work that has been deep marked and needs to be completed in purple pen.
6. The regularity of deep marking, and the approach used, is set by departments and agreed by EMH. Regularity is determined by the amount of lessons per week, how often information is needed to inform planning and teaching, and teacher workload. As a result, regularity will vary across subjects and key stages.
7. The audience for deep marking is the student and therefore should focus on improving their learning
8. Different departments use different strategies for deep marking – SLT, STAR, WWW / EBI, Target and action, etc. Departments are to consistently use the strategy that best meets the needs of their subject area, the school does not advocate one system across the school.

Monitoring

- Heads of subject and postholders are responsible for regularly monitoring the regularity of the maintenance and deep marking, and the quality of the deep marking and the DIRT. Book monitoring sessions on the CPD calendar should be used for this, together with regular drop ins where work can be viewed. HoD and postholders may want to include more opportunities for work scrutinies as part of departmental CPD and the sharing and developing of effective practice.
- SLT will also randomly monitor work during lesson drop ins, detentions (where students will be asked to show their books) and other opportunities
- QoTL will also monitor the regularity quality and impact of marking and feedback.



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