



# Feedback and Assessment Policy

**2017 -18**

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# **Feedback and Assessment Policy**

## **Manor Croft Academy**

### **The Purpose of Marking**

- 1) To allow teachers to plan accurately for future lessons.
- 2) To monitor student progress on specific skills to inform future planning and intervention.
- 3) To inform students of the areas they need to improve.
- 4) To motivate and encourage students to study independently.
- 5) To monitor progress to ensure we are in line with national expected outcomes.

### **Marking Process**

- 1) Marking will be completed after every/every other lesson. This will allow teachers to immediately identify weaknesses and plan subsequent lessons accordingly.
- 2) The only part of the lesson that will be marked is the 'Demonstrate'. This involves students working independently towards the end of the lesson for 5-10 minutes to demonstrate their understanding of the lesson objectives. This may be initially marked by the student/peer using green pen and then re-visited by the teacher using the marking codes detailed in Appendix A.
- 3) The 'Demonstrate' task will also be marked for literacy using the codes provided in Appendix A. Teachers will use red pen to correct any literacy problems.
- 4) Other parts of the lesson will be self or peer marked using green pen if deemed beneficial. Through teachers marking only the 'Demonstrate' this ensures that the frequency of marking can be high and is thus timely whilst also reducing teacher workload.
- 5) In the subsequent lesson, students will respond to the marking by answering appropriately differentiated questions to address their progress. An example of how this marking will look is demonstrated in Appendix B.
- 6) Within lessons students may be encouraged to write key points and facts in green pen. Examples could include key formulae, new vocabulary and definitions and explanations of corrections. Again, this is only where deemed beneficial.

- 7) The 'Demonstrate' tasks will be completed in silence and where possible tasks set will replicate exam-style questions to further prepare students for their GCSE's. Teachers will utilise this time to circulate the room, assess the learning and intervene where appropriate, either through supporting misconceptions or challenging the more able. This is an opportunity for teachers to correct literacy.
- 8) SPA stickers will be used once every half term. They will be completed by the students based on their summative assessments. Summative assessments will be marked by teachers and students will then reflect on their work by identifying a 'strength' and a 'problem'. The 'closing the gap' exercise will be based around the 'problem' area.
- 9) Throughout the year students will complete formal assessments based on GCSE specifications for KS4 and provided by DELTA. They will be based on the new GCSE specifications and from this a GCSE working grade (number format) will be generated. This will allow progress to be monitored and intervention to be put in place where necessary. Year 11 will sit GCSE mock exam papers throughout the year.
- 10) The only department not to use this policy is the English department who are using the Delta English marking policy.

### **Summary**

Demonstrate tasks are set every/every other lesson and teachers will give students a colour highlight. This is the only work that is assessed in student's books.

Teachers will consider the areas of weakness shown within the demonstrate to plan for the subsequent lesson. Specific questions in the next lesson will close the gap in knowledge or extend more able students.

SPA stickers will be completed by students once each half term; strengths and areas for development will be highlighted to encourage independent work. These will follow summative assessments and will allow students time to reflect and improve on their work.

Students will complete exams throughout the year set by DELTA and based on GCSE specifications for KS4.

NB: The marking for Year 11s preparing for final exams will alter to provide increased focus on exam technique. Books will be used for student revision and may be marked on a less frequent basis. Past papers will be marked regularly and feedback given on these in the form of strengths and areas for development.

## **Appendices**

Appendix A: Marking codes

Appendix B: Annotated marking exemplar – Maths

Appendix C: Example of the half termly SPA stickers used

### **Appendix A: Marking Codes**

Green Highlighter	Meeting expectations. You can complete this task to the level expected, well done! If you keep up this good work you are on track to meet your target grade.
Orange Highlighter	Developing. You have made a few mistakes. Correct your work with the help of your table and ask for some help if you need it. Work on this topic to stay on track to achieve your target grade.
Pink Highlighter	Not meeting expectations. You need to complete some more work on this topic. Come to booster on Tuesday after school. Make sure you work on this topic to ensure you reach your target grade.

### **Marking for Literacy Codes**

Sp	Spelling mistake of a key word. Teacher to correct and student to repeat in green pen.
P	Punctuation error
WW	Wrong word used
//	New paragraph needed
C	Incorrect/missing capital
.....	Underline if sentence is confusing to read

## Appendix B: Marking exemplar

**Demonstrate:** Green

1)  $5x^2 + 2x - 1 = 0$   
 $= \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$   
 $= \frac{-(2) \pm \sqrt{(2)^2 - (4 \times 5 \times -1)}}{(2 \times 5)}$   
 $= \frac{-2 \pm \sqrt{4 + 20}}{10}$   
 $= \frac{-2 + \sqrt{24}}{10}$  or  $\frac{-2 - \sqrt{24}}{10}$   
 $x = 0.29$  ✓  $x = -0.69$  ✓

2)  $x = \frac{3 \pm \sqrt{37}}{2}$   
 $= \frac{3 \pm \sqrt{(-3)^2 - (4 \times 1 \times -7)}}{2}$   
 $x^2 - 3x = 925$  ✓

$b = -3$   
 $a = 1$   
 $c = 925 - 7$

$37 - 9 = 28$   
 $28 = 4 \times 7$  ✓

$2 \times a = 2$   
 $a = 2/2$   
 $= 1$  ✓

$-(+3) = b = -3$  ✓

Work has been peer assessed using green pens. The work is then checked by the teacher who confirms they should receive a green highlighter as they have a good understanding, indicating they are ready to move on to develop their knowledge of this topic.

23.5.17 Quadratic Formula

Green:

$[(x) \times (2x+1)] + [(5) \times (x)] = 95$   
 $(2x^2 + x) + (5x) = 95$   
 $2x^2 + 6x = 95$   
 $2x^2 + 6x - 95 = 0$  ✓

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$   
 $= \frac{-6 \pm \sqrt{6^2 - (4 \times 2 \times -95)}}{2 \times 2}$   
 $= \frac{-6 \pm \sqrt{36 - 760}}{4}$   
 $= \frac{-6 \pm \sqrt{-724}}{4}$   
 $x = 5.55$  ✓ or  $x = -8.55$

At the start of the next lesson the work is reviewed by the student working on the appropriate question. (Pink, orange, green). This section of the lesson will be completed in green pen. If a green highlight is given this question may be designed to recap the skill or to stretch the student with more challenge.

If lots of students received pink or orange a second lesson on the topic will be seen.

## 23.5.17 Quadratic Formula

Green:

$$[(x) \times (2x+1)] + [(5) \times (x)] = 95$$

$$(2x^2 + x) + (5x) = 95$$

$$2x^2 + 6x = 95$$

$$2x^2 + 6x - 95 = 0 \quad \checkmark$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$= \frac{-6 \pm \sqrt{6^2 - 4 \times 2 \times -95}}{2 \times 2}$$

$$= \frac{-6 \pm \sqrt{36 - 760}}{4}$$

$$= \frac{-6 \pm \sqrt{-724}}{4}$$

$$x = 5.55 \quad \checkmark \text{ or } x = -8.55$$

Demonstrate:

$$1) 7x^2 + 10 = 37x$$

$$7x^2 - 37x + 10 = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$= \frac{-(-37) \pm \sqrt{37^2 - (4 \times 7 \times 10)}}{2 \times 7}$$

$$= \frac{37 \pm \sqrt{1369 - 280}}{14}$$

$$x = 5 \quad \checkmark \text{ or } x = 0.29 \quad \checkmark$$

2)

$$2x^2 + 8x + 2 = 0$$

$$b^2 - 4ac$$

$$= 8^2 - (4 \times 2 \times 2)$$

$$= 48 \quad \leftarrow \text{two solutions} \quad \checkmark$$

$$3) 3x^2 - 3x + 10 = 0$$

$$b^2 - 4ac$$

$$= -1^2 - (4 \times 3 \times 10)$$

$$= -119 \quad \leftarrow \text{no solutions} \quad \checkmark$$

$$3) 2x^2 + 4x + 2 = 0$$

$$b^2 - 4ac$$

$$= 4^2 - (4 \times 2 \times 2)$$

$$= 0 \quad \leftarrow \text{one solution} \quad \checkmark$$

This shows a typical page in student books. The record of learning students keep show the connect activity in green pen (completed at the start of the lesson as a review of feedback) followed by the demonstrate activity at the end of the lesson to show progress made. All other work completed during the lesson will usually be on whiteboards or collaborative learning activities.

## Appendix C- SPA stickers

STRENGTH		<p data-bbox="1173 465 1358 835"><b>NOW COMPLETE THE CLOSING THE GAP TASK IN GREEN PEN</b></p> 
PROBLEM		
ACTION		