

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: May 2018

To be reviewed by: May 2021

MARKING AND FEEDBACK POLICY

AIMS

- Pupils understand how they are marked in all subjects, and recognise a consistency in the quality of marking across the school.
- Dedicated Feedback Time (DFT) is embedded across the school, and pupils recognise this as a tool that helps them improve and progress.
- All graded assessments at KS3 / 4 are well matched to grading criteria established in each department, and marking / feedback is based on these criteria.
- There is commonality on how all graded assessments are conducted and marked across the school.
- General classwork and homework are matched to interim grading system.

MARKING AT KS3

KEY GRADED ASSESSMENTS – EXEMPLAR FOLLOWS

BASICS = GCSE Grade plus subgrade e.g. 4F / 4S / 4A – see grading progression attached

Diagnostic written feedback is expected on these assessed pieces.

DFT is applied to help students improve and progress.

At KS3 there is an expectation that regular graded assessments will take place throughout the academic year that are both formative and summative in nature. Departments with significant KS3 hours will be expected to complete at least 6 assessments including yearly examinations. Those subjects with significantly lower hours at KS3 will negotiate the quantity of graded assessments with SLT to ensure that a rounded picture of pupil attainment and progress is gained. Assessments must be recorded to provide an ongoing view of Pupil Progress against their Progress Pathway.

- **Before each key graded assessment, pupils are made aware of which subject criteria they are being assessed against, the maximum mark available for that piece of work, and what they need to do to achieve it.**
- **Grading criteria must be presented in 'pupil friendly language'.**

An example criteria marking sheet is attached and available in Staff Shared Area in the **Marking and Feedback folder** for departments to adapt to their requirements.

Departments must match all current conducted assessments to grading criteria established for each subject, and to create a 'pupil friendly' version of grading criteria for each assessment.

- **Each grading criteria for the key graded assessment must receive a GCSE grade.**
- **The whole assessment must receive a GCSE grade with sub level – F/S/A**

Foundation - **started to master criteria for this grade.**

Secure - **many criteria for this grade are mastered.**

Advanced - **all criteria for this grade are mastered.**

- **Written feedback is expected on each of these criteria for the assessment to identify areas of strength and for improvement.**
- **Dedicated Feedback Time (DFT) occurs after every key assessment – see Feedback section**



Example KS3 Key Graded Assessment Mark Sheet

Geography KS3 Graded Assessment – Country Profile



Maximum Achievable Mark = Grade 5

My Personal Target Grade: 4A

Grading Criteria	Grade 3	Grade 4	Grade 5	Teacher Feedback
Places and People	You recognise your country at one scale, looking at the people and places within it.	You recognise features of your country on more than one scale (whole country vs a city) looking at how people and places change at these scales.	You recognise people and places at a variety of scales within your country, and how it is linked to the wider world.	4A – You compared well the features of Beijing, compared to rural parts of China, and researched particularly well the differences in people’s lifestyles. You need to include how China is influencing the rest of the world for Grade 5, e.g. through manufacturing goods, or growing wealth.
Geographical Writing	You recognise and describe key features of your country.	You describe key features and processes in your country, but also explain how they occur.	You can analyse links between people and the environment in your country, and appreciate different values and attitudes in this location	4A – Excellent descriptions of key features of China. Your explanation of why the Three Gorges Dam was built had great detail in the reasons given. Examine the links between China’s economic growth and the impact on the environment for Grade 5.
Feed Forward Targets	I must explain why patterns and processes occur, before I have only described them. I must make sure I look at more than one scale in my chosen country. What did I do well? Use of Purple Pen in feedback here			Teacher Assessed Grade: 4A (2 Merits)
DFT	Targets for future improvement:			

Exemplar KS3 Graded Assessment mark sheet that is blank available in shared area Marking and Feedback Folder.

NOTE: Sheet should be adapted to subject requirements, and DFT headings are example only. Staff should be creative with how feedback is conducted.

KS3 GENERAL HOMEWORK AND CLASSWORK MARKING

Departments have autonomy in how general homework and classwork are graded, as a 'one size fits all' approach does not match differing departmental needs. However, they are encouraged to avoid systems that would confuse pupils when combined with the numerical GCSE grade system.

SLT will review the marking of homework on a regular basis through SIP observations, but also 'book dips' where SLT will ask pupils to see their exercise books. Book dips will occur each half term.

During 2018/19 SLT will evaluate with Curriculum Leaders the application of homework grading systems to ensure they are fit for purpose.

MARKING AT KS4

GRADED ASSESSMENTS

BASICS – a numerical GCSE Grade plus subgrade e.g. 7 / 8 / 8/9 – see grading progression attached, especially provision for Grade 9.

Diagnostic written feedback is expected on these assessed pieces.

DFT is applied to help pupils to improve and progress.

- It is expected that departments will conduct several summative Graded Assessments across Years 10 and 11 in addition to formal Year 10 and 11 mock examinations.
- Examination questions that reflect the **true nature of the examination**, and thereby are fit for purpose, should be used to provide an ongoing view of pupil progress against their Progress Pathway.
In the first two years of new linear GCSEs departments may only have one piece of sample material from the examination board, and may wish to hold this back for mock examinations.
However, any examination material created for class use must reflect the marks, length, command words, and therefore, the difficulty of real examination questions otherwise a true picture of student attainment against a typical examination will not be obtained.
It is the Curriculum Leader's responsibility to ensure that these examination questions are fit for purpose and that the same examination questions are used across their department to ensure consistency of assessment in their subject.
- Diagnostic feedback must be written on each graded assessed piece linked to the grading criteria set up by departments for KS3 & KS4 to allow pupils to identify where they are achieving and where they need to improve.
Exploration of the specification with students is expected, and will allow pupils to match the specification to the grading criteria to know how to progress.
- Dedicated Feedback Time is expected after each Graded Assessment to allow significant time to be given over to pupil reflection on both theory and examination technique as per Feedback Policy.


GENERAL HOMEWORK AND CLASSWORK MARKING

- Departments have autonomy in how general homework and classwork is graded, as a 'one size fits all' approach does not match differing departmental needs. However, there is an expectation that GCSE numerical grading is applied that represents the quality of classwork and homework being produced.
- SLT will review the marking of homework on a regular basis through SIP observations, but also 'book dips' where SLT will ask pupils to see their exercise books. Book dips will occur each half term.
- During 2018/19 SLT will evaluate with Curriculum Leaders the application of homework grading systems to ensure they are fit for purpose.

Grading the New GCSEs in 2017

<https://www.gov.uk/government/news/setting-standards-for-new-gcses-in-2017>

NEW GCSE GRADING STRUCTURE

9	8	7	6	5	4	3	2	1	U
					 4 = C and above and above				
			B	C	D	E	F	G	U
		A*	A	B	C	D	E	F	G

CURRENT GCSE GRADING STRUCTURE

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.
- The bottom of grade 1 will be aligned with the bottom of grade G.

Grade 4 = Bottom of a C
 Grade 5 = Top 1/3 of a C, bottom 1/3 of a B
 Grade 6 = top 2/3 of a B
 Grade 7 = A
 Grade 8 = A*/A boundary
 Grade 9 = higher than an A*. Will only be given to the top 20% of pupils achieving above Grade 7 in each subject per year.

NOTE: There are more grades now in the middle, so pupil progress through grades 4-6 in Years 10-11 may be very rapid.

NOTE: Grades at the bottom end have changed from four available grades to 3. This means that pupils might appear to make slower progress in Years 7-9 on a Grade 9-1 system than if the old lettered system were used.

Grade progression from Year 7 to 11 under numerical GCSE grading structure

Year 7	Year 8	Year 9	Year 10	Year 11
				9 – restricted to Year 11 grading
			8	8
		7 – Very few at top end.	7	7
	6 – Very few at top end	6 – End of Year 9 for many subjects.	6	6
5 – Very few at top end.	5 – End of year for many.	5 – End of Year 9 for many subjects.	5	
4 – End of Yr7 for many.	4 – End of year for many.	4		
3 Entry point for some. End of year 7 grade for many.	3 – Possible end of year for MFL			
2 Entry point for many	2			
1 MFL entry				

While this would represent a 'typical route' through TWGGS and many assessments may have set limits to what can be achieved – there is no glass ceiling and **exceptional** students may perform beyond the allotted grades if assessments allow it – BUT 9 should be kept for Year 11.

MARKING AT SIXTH FORM

GRADED ASSESSED PIECES

BASICS –

All assessed pieces must have a score relative to examination questions posed and an A-U equivalent grade.

Diagnostic written feedback is expected on these assessed pieces.

DFT is applied to help pupils to improve and progress.

- It is expected that departments will conduct several summative Graded Assessments across Lower Sixth and Upper Sixth in addition to formal mock examinations.
- Exam questions that reflect the **true nature of the examination**, and thereby are fit for purpose, should be used to provide an ongoing view of pupil progress against their Minimum Projected Grade.
In the first two years of new linear A Levels, departments may only have one piece of sample material from the exam board, and may wish to hold this back for mock examinations.
However, any examination material created for class use must reflect the marks, length, command words, and therefore, the difficulty of real examination questions otherwise a true picture of pupil attainment against a typical examination will not be obtained.
It is the Curriculum Leader's responsibility to ensure that these examination questions are fit for purpose and that the same examination questions are used across their department to ensure consistency of assessment in their subject.
- Assessments must be given a numerical score against the examination question, and an A-U equivalent grade.
- Diagnostic feedback must be written on each graded assessed piece to allow pupils to identify where they are achieving and where they need to improve.
Exploration of the specification with students is expected, and will allow pupils to match the specification to the grading criteria to know how to progress.
- Dedicated Feedback Time is expected after each Graded Assessment to allow significant time to be given over to pupil reflection on both theory and examination technique as per Feedback Policy.

GENERAL CLASSWORK AND HOMEWORK

- General class and homework operates very differently at A Level compared to GCSE. Examination questions are set far more regularly and would be examined as above. Departments have autonomy in how general homework and classwork is graded, as a 'one size fits all' approach does not match differing departmental needs. However, there is an expectation that teachers will examine pupil's folders of work as part of the monitoring and tracking process to ensure pupils are completing set work.
- SLT will review the marking of homework on a regular basis through SIP observations, but also 'folder dips' where SLT will ask pupils to see their work folders. Folder dips will occur each half term.
- During 2018/19 SLT will evaluate with Curriculum Leaders the application of homework grading systems to ensure they are fit for purpose.

FEEDBACK

Dedicated Feedback Time (DFT) lies at the heart of all assessment at TWGGS. All staff must complete DFT after any key assessments at any Key Stage, as through structured and planned feedback pupils can make significant strides in their learning, progress and attainment.

The following are the fundamental aspects of how feedback operates at TWGGS, which Curriculum Leaders should ensure are core to their departmental values:

- **Marking and feedback are a partnership. Diagnostic marking has to be combined with DFT to enable students to fully progress.**
- **DFT should include personal target setting for each subject, whereby pupils Feed Forward Targets to the next piece of work or assessment. Recognition of achieving these targets must be made, pupils should be rewarded.**
- **DFT from a key graded assessment should be of a significant length.**
- **Peer and self-assessment is integral to pupil progress and should move beyond use of mark schemes to innovative strategies.**
- **Purple pens should be used by all pupils for all DFT, including the recording of verbal feedback. Purple pens should be an integral part of TWGGS feedback culture.**
- **Extension work should be actively enjoyed, not be seen as a punishment for achieving.**
- **Departments spend dedicated INSET time sharing best practice on DFT to ensure strong implementation across the department.**

In each academic year department meetings and Twilight INSETs regarding Assessment should be used to explore best practice for DFT.

Examples of feedback strategies from across the school at different key stages are held in the Marking and Feedback Folder for all departments to view.

Example of a typical feedback procedure for a Graded Assessment at TWGGS.

Pre-Assessment

- Pupils are allowed time to explore success criteria for the assessment.
- Personal targets for the assessment are set by each pupil, including any prior Feed Forward Targets.

Teacher Marking

- Teacher marks assessment and provides constructive diagnostic feedback that explores the best features of the pupils work and areas for improvement.
- Teacher plans feedback for DFT lesson that includes strategies and ideas appropriate to that assessment and aimed at grading criteria.

DFT

- Teacher leads an extended DFT session that uses a variety of feedback strategies to help pupil progress.
- Pupils use purple pens to record feedback through strategies and set Feed Forward Targets for future work.