



Marking, Assessment and Feedback Expectations

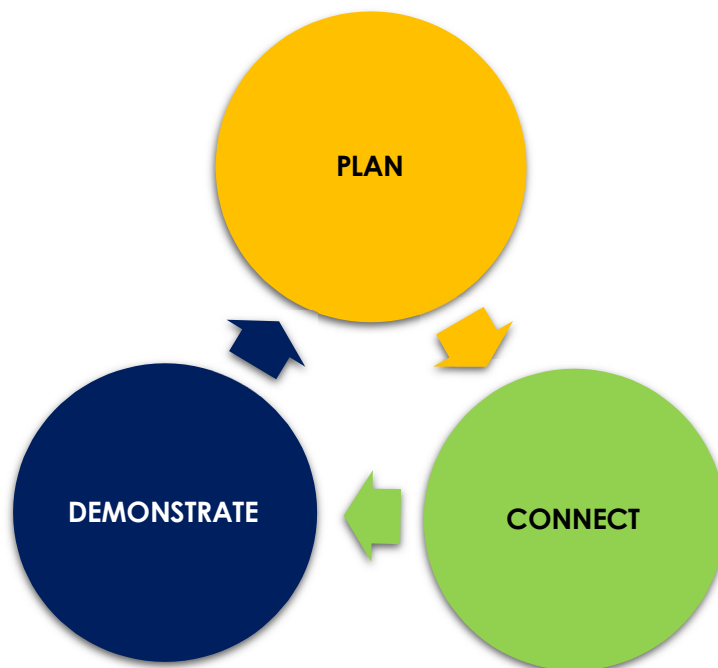
Aims

Providing effective feedback is a key aspect of formative assessment and can lead to significant gains in attainment. Implemented correctly, research shows us that effective feedback can increase students' performance by an extra six months in a school year (Teaching and Learning Toolkit, EEF). Informed by the principles for effective feedback in the EEF Guidance Report, Teacher Feedback to Improve Pupil Learning, this policy/guidance aims to allow teachers to:

- Help lay the foundations for effective feedback so that it builds upon high quality adaptive teaching.
- Deliver appropriately timed feedback that focuses on moving learning forward.
- Plan for how pupils will receive and use feedback.
- Minimise teacher workload.

Overview

Demonstrate is about 'assessing learning gaps'; Connect is about 'moving learning forward'. Demonstrate marking provides classroom teachers the opportunity to efficiently assess the progress of pupils and plan lesson sequences to further enrich pupil understanding. During a lesson, pupils will complete a Demonstrate task in silence. The teacher will then highlight the task using a RAG rating. The following lesson, pupils will complete a Connect task to address misconceptions or to further enrich their understanding of lesson content. Pupils should be aware of the Demonstrate and Connect process and the impact it can have on their learning.





Demonstrate

The Demonstrate task is an independent activity at the end of a learning sequence. This activity should be challenging and assess what pupils have understood. The Demonstrate task should be a pre-planned activity that has relevant challenge but is also scaffolded where necessary. This should enable the class teacher to evaluate the progress pupils have made.

Connect

The Connect task is an activity designed to address misconceptions or mistakes from the previous lesson's Demonstrate task. This is a planned starter activity that is differentiated according to the RAG outcomes from the previous lesson. Within this, there should be relevant tasks that address common misconceptions as well as stretch and challenge to develop the learning of pupils who have been successful in their Demonstrate activity.



Expectations

This policy must be applied consistently across the school by all staff*:

1. DEMONSTRATE

- Pupils must write the heading 'Demonstrate' before starting this activity.
- Pupils to complete a Demonstrate activity independently and in silence. This expectation must be made clear to pupils. Staff should adapt the Demonstrate task adding scaffold or challenge as appropriate.
- Pupils to leave books open after completing a Demonstrate task at the end of the lesson.
- The 'Connect' to this task will be a direct response to the feedback given. An obvious activity would be for pupils to redraft and improve an original Demonstrate task as their Connect activity using teacher feedback.

2. CONNECT

- The teacher must highlight the Demonstrate heading and grade the work, if appropriate.
 - i. **Green** = accelerated understanding – will require further stretch and challenge
 - ii. **Amber** = effective understanding – some misconceptions will need addressing
 - iii. **Red** = limited understanding – significant further support required
- Staff must ensure they have created an appropriate Connect starter activity for the next lesson following Demonstrate. This must be completed by pupils in **green pen** under the heading 'Connect'.
- The Connect activity must be **self, peer or teacher assessed** in order to identify ongoing misconceptions. It is expected that if Connect activities are peer or self-assessed by pupils they should be checked by the teacher.

3. FREQUENCY

- Demonstrate tasks must be completed and highlighted at least **every week** (unless the class is taught once a week, in which case the Demonstrate task should be fortnightly).
- For some subjects, many lessons at KS4 are double lessons, so it is an expectation that staff mark at the end of this double lesson. At times, for example when pupils are working on extended writing pieces, the Connect task may be to address SPaG marking on an existing piece of work.



4. LITERACY MARKING

- Staff must address literacy (SPaG) misconceptions. Staff **and** pupils should be encouraged to address SPaG errors during lessons. The class teacher should also identify specified SPaG errors (there will be a specific focus identified by the Literacy coordinator) when reading through selected Demonstrate activities. This should be done weekly.
- The following codes should be used when addressing SPAG errors:

<i>sp</i>	A spelling error. Use a dictionary to check.
<i>ww</i>	Wrong word used.
<i>p</i>	Punctuation is either wrong or missing.
<i>np//</i>	New paragraph needed.
<i>C</i>	Missing or wrong use of capital.
<i>?</i>	This is confusing.
<i>^</i>	A word left out, or where you need to add more.

- Staff should prioritise pupils with SEND where this is a strategy in their learning passport, and disadvantaged pupils where possible.
- There is a MFL version of SPaG codes which must be used.

5. LINE & DOT LIVE MARKING

- Staff, including LSAs, should highlight good quality work with a green highlighter.
- Work which requires further development or correction should be identified with a green dot.

6. PROUD

- Staff should have high expectations of pupil work using PROUD. This should be addressed both during lessons and during the marking of books.

Pen	Use an appropriate pen for writing
Ruler	Underlining titles or used for drawing
Oops	Looking for mistakes
Underline	Dates and titles
Draw	Use a pencil for drawing

- Stickers can be given to pupils in recognition of their beautiful work.
- Proud Thursday is an opportunity for pupils to share their beautiful work with members of the SLT.



Variations

*Some subjects have a variation of the Marking, Assessment and Feedback expectations.

- **English** – Pupils are set Demonstrate tasks fortnightly in KS4 and every three weeks in KS3 that are marked in detail by the teacher and feedback is given for pupils to Connect and address misconceptions. Accuracy (SPaG) errors are also addressed in these pieces. Demonstrate tasks are pre-planned and embedded into the Scheme of Learning and outlined on Medium Term Plans by the HoD and KS3 lead. Extended written tasks are planned weekly, and these are self or peer assessed.
- **PE** – Teacher assessment in practical PE lessons is a verbal process when pupils discuss the social, physical and organisational aspects of PE and reflect on their own resilience and how to improve their performance.
- **Performing Arts / Music / Technology** – Lessons are predominantly performance / practical based – Demonstrate and Connect are used verbally throughout and are implemented at identified points on the scheme of work for each project and recorded in the pupils' work booklet.
- **Art** - The majority of art lessons are practical, and verbal feedback is given throughout the lesson. Written work e.g. contextual research, is marked for SPaG. Demonstrate and Connect activities are used at identified points on the scheme of work for each project.
- **EPC** – Lessons are predominantly focused on developing oracy skills with a written Demonstrate task at the end of each unit. This is marked and feedback given to ensure an understanding of the key concepts taught.