



Ark John Keats Academy

Marking and feedback

Marking student work is an important mechanism by which teachers can assess mastery of key concepts. Marking serves two purposes.

1. To inform students of their areas of strength and areas for development
2. To inform teachers' future planning.

Feedback follows marking and is formative in nature. Through regular and rigorous formative feedback, students are supported to improve their work by correcting errors, addressing misconceptions and deepening their understanding of a given topic.

Impactful marking and feedback are aligned clearly with curriculum aims and the objectives of any given programme of study. Opportunities for marking and feedback are specified by each department at the medium-term planning stage. At Ark John Keats, marking and feedback takes one of three forms.

Extended practice task (formative assessment)

Extended practice tasks are substantial pieces of independent work, reflecting hinge points in a sequence of learning. They are milestone check points, where an extended check for understanding is essential for informing next steps for teachers and students.

Extended practice tasks are identified, discussed and reviewed by department leaders during medium-term planning. The number of extended practice tasks in each unit of work matches the needs of each individual department. They are executed consistently, framed positively and are appropriate to every student in the room.

During marking, key strengths, errors and misconceptions are recorded by the teacher to inform subsequent planning and monitor progress over time. During whole class feedback, students are supported to take clear action to identify their strengths and make improvements to their work. These actions are clearly communicated to students through a clear feedback sheet appropriate to the needs of each department and concise teacher instruction. Student work is captured in green pen.

In-class marking and feedback

In-class marking can be completed by students and teachers.

Intentional monitoring is used to support nuanced assessment of student work in lessons. During independent work, the teacher intentionally circulates to check for key elements that demonstrate success. During each round of circulation, the teacher checks for a single, specific feature of student work. Their route of circulation is pre-planned and considerate of the needs of individual students.

Intentional monitoring is used to gather data to inform immediate feedback to students, both at an individual and whole class level. This feedback enables teachers and students to rapidly correct errors, address misconceptions and deepen their understanding.

Student marking can take the form of self assessment. This is used to correct low-stakes quizzing and to review clear, objective features of student work. Self assessment is directed by the teacher, and is completed in green pen.

Assessment points

At Ark John Keats, there are two formal assessment points each year. These assessments are both formative and summative in nature. A centralised approach to sharing grades and student targets sits separately to feedback shared in lessons, which supports students to improve their work and to engage with gaps in knowledge.

Following each assessment point, students are supported during lessons to reflect individually on their areas of strength and reteach areas for development. In most cases, whole class feedback is shared, creating space for targeted and practice focussing on a high-leverage area of understanding that will support future study.

The structure of this feedback is appropriate to the nature of each individual department and the needs of their curriculum. In some circumstances, it may be appropriate to give students individual feedback at this stage. Emphasis is placed on rigorous reteach as the most impactful aspect of feedback.