

### Marking and Feedback Policy

#### AIMS:

- To establish a broad, consistent approach to the way work is marked, so that students feel valued and have a clear understanding of their progress;
- To support students to improve their work, quality of written communication and presentation;
- To correct inaccuracies in work enabling students to self-correct appropriately;
- To inform the teacher about how well the students have understood the work in question enabling the teacher to adapt and plan for next stage of the learning;
- To enable teachers to make judgements contributing to teacher assessments.
- As a team of staff, we are more likely to be effective in achieving all of these aims if we are consistent in our approaches to marking. In short, marking should be meaningful, manageable and motivating.
  - Meaningful in that the feedback given is understandable to the student and is relevant to the work being undertaken.
  - Marking needs to be manageable to both teacher and student so that sufficient time is given for planning and other activities which promote learning.
  - Comments on work need to be motivating; the goal of marking is that the students receive insight and guidance on how to improve their work and they are eager to respond to that. The key effect of our marking is that students' work improves over time.
- Students' work should be marked regularly;
- The teacher's response should, whenever possible, be positive – placing as much emphasis on what has been achieved (WWW) as on pointing out how to improve (EBI);
- It may not always be appropriate to correct or highlight every mistake. It is better to correct specific errors relating to a particular aspect of the work, i.e. the style of the marking should be related to the learning objectives of the work;
- Marking should be differentiated and any corrections or follow-up tasks should be appropriate to the ability of the student;
- Consistent use of symbols when annotating work will ensure students' understanding of the feedback. Annotation grids should be displayed in exercise books or folders.

#### What is feedback?

Feedback can take different forms: peer, self, teacher marking or verbal. Outstanding teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

**AIMS:**

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To encourage a dialogue to develop between student and teacher;
- To correct mistakes, with a focus on literacy skills.

**Type and frequency of verbal feedback**

This is the most frequent form of feedback. It has immediacy and relevance as it should lead to direct student action. Verbal feedback may be directed to individuals or groups of students; these may or may not be formally planned.

**Type and frequency of written feedback**

- The frequency of written feedback will vary between departments and Key Stages - the nature of feedback should be clear in the marking policies of each subject area;
- Some of the more practical subjects may not have as regular detailed written feedback;
- Detailed feedback will clearly identify specific issues such as key words, literacy and presentation issues – students should act upon these.

**Type and frequency of peer feedback**

- Effective peer feedback should be rigorously structured and modelled by the teacher;
- Written peer feedback should be clearly labelled as so and should include the name of the student giving the feedback;
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

**Type and frequency of self feedback**

- Students need an explicit and clear structure to identify their learning needs;
- Teachers should share success and/or assessment criteria where appropriate.

## Feedback and Assessment Key

Teachers mark and give feedback using the following codes.

Symbol	Meaning	Action
✓	Well Done	Re-read this work to see how it was <b>effective</b> .
✓✓	Excellent work	Re-read this work to see how it was <b>highly effective</b> .
Ⓜ	Grammar error	<b>Read and rephrase</b> .
Sp	Spelling mistake	<b>Learn</b> how to <b>spell</b> this word.
Ⓟ	Punctuation error	Use <b>correct punctuation</b> .
?	Confusing/makes no sense	<b>Re-write</b> and improve how you have expressed it.
^	A word or phrase is missing	<b>Add</b> what is missing.
//	New paragraph	Next time remember to start a new paragraph <b>on a new line</b> .
 (between the words)	Words joined up	Write them as <b>separate words</b> .

Each department has a subject-specific feedback and assessment key which students keep as reference in their exercise books or folders.

A subject-specific marking and feedback policy detailing the type and nature of feedback to be given is adhered to by each subject area.

### Exercise books should have evidence of...

#### Teacher [green]

1. The marking policy - spelling, punctuation and grammar.
2. Regular and frequent marking.
3. Numerical scores/steps/grades where appropriate.
4. Explicit details of what learner has done well (WWW).
5. Clear guidance on how work can be improved (EBI).
6. Completion of follow-up work.
7. References made to previous comments; has advice been acted upon?
8. Peer/self-assessment which has been checked or initialled.
9. Rewards (merits/stickers/stamps).

### **Student [red]**

1. Self and peer marking.
2. Comments on own work (self-assessment).
3. Completion of any follow-up work.
4. Responses to marking comments.

**As far as possible, there should be a teacher-learner dialogue which will help to 'close the gap'.**

**MAD Time: Time devoted time at the beginning of some lessons for students to act on feedback (make corrections/respond/redraft) in order to demonstrate progress.**

### **Generally...**

1. Work should reflect that the Scheme of Learning is being followed.
2. The level of work is appropriately challenging to the ability of the students (differentiation).

### **Literacy Marking Policy**

**Teachers** should follow the **current literacy theme** to correct writing:



Capital letters for names

Or



Homophones

Students should self correct the literacy target in M.A.D. time

**Teachers** should mark spelling errors as follows:

- Indicate the spelling error with the letters 'sp' in the margin
- Under EBI write:



Sp [*write out the misspelt word(s) correctly*]\*

**\*Dependent on ability, this may be left blank for the student to locate in a dictionary (HA&MA).**

If there are many spelling errors, choose no more than **3 corrections**. Choose both subject specific words and words widely used by students at this stage.

**Students** should be instructed to:

- Copy the correct spelling(s) into an appropriate section of their **exercise book**
- Revisit and learn spellings that accumulate over a term
- Use spelling list to direct their spelling choices

Students know when their spelling is weak.  
They need to be told how to make it better.  
**They do not learn from copying.**

Encourage students to adopt the following strategy to commit the spellings to their **visual memory**:

**LOOK** carefully at the word and say it to yourself.

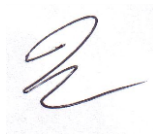
**THINK** how you might break it into smaller bits. Colour in tricky parts of the word – Wed**nes**day, col**our** or app**ro**priate.

**COVER** the word. Close your eyes and try to see the word in your head.

**WRITE** the word down without looking at the list.

**CHECK** to see if you are right. If not, look carefully what went wrong **and try again!**

**Signed on behalf of the Governing Body**



**Mr J Coucill**

**Chair of Governors**

**Date:**

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**Lead of Review:**

**Mr L Della Rocca**

**Governor Committee:**

**Achievement, Teaching & Learning**

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