



Marking and Feedback Policy

Rationale

To ensure that all pupils have their work discussed and marked in such a way that feedback will improve their learning, develop their independence, raise self-esteem and provide opportunities for self-assessment.

Aims

- To ensure pupils progress recognise their achievements and know what they need to do next
- To ensure planning is amended in order that the teaching and learning meet the needs of all pupils
- To have consistent approach so that pupils understand the progress they are making

Principles

- Whenever possible, teachers should provide individual, verbal feedback to pupils
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and gaps in understanding at an early stage
- Marking and feedback should be linked to learning objectives, success criteria and targets
- Teachers should look for strengths before identifying improvements when marking work
- Pupils should be encouraged to mark, self-evaluate and peer assess
- The outcomes of marking should be used to inform teachers' judgements concerning pupils' progress and to inform teacher records and reports
- Stakeholders should have the school's marking and feedback procedures explained clearly to them
- Marking and feedback practices should be manageable
- Marking and feedback should be positive, proactive and enhance the pupils learning journey

Monitoring and Evaluation

A review of samples of work in the process of achieving should inform the following performance indicators:

- Improvement in pupils' achievement and attainment
- Consistency in teachers' marking across phases
- Participation of pupils in the process

Equal Opportunities

The marking and feedback policy and procedures encourages the practice of inclusion for all.

Feedback and marking under the OFSTED framework

The school inspection handbook sets out what inspectors look for in terms of feedback and marking.

- Consistently high-quality marking and constructive feedback from teachers ensure that pupils make significant gains in their learning
- Assessment is frequent and accurate and is used to set challenging work that builds on prior knowledge, understanding and skills.

Quality Standards Criteria

- Oral feedback is the most effective. Teachers should create as many opportunities for this as possible through learning conversations with students.
- Visual and pictorial feedback to those who would benefit from this approach
- Pupils' work is marked as soon as possible after completion and, if possible, in the presence of the pupil
- Feedback relates as much as possible to the lesson objective/success criteria of the curriculum focus
- Comments are succinct and accessible to the pupil. In focused marking they point out successes and points for improvement
- For feedback to be effective, time for pupils to make improvements/responses is planned for. Where appropriate, teachers manage this within lessons as well as in follow up sessions.

Types of Marking

Routine Marking – this may be a tick or the teacher's initials and is used where considerable oral feedback/guidance has happened in that lesson

Self-Marking – pupils mark their own work. Spellings, mental mathematics are obvious examples but teachers find opportunities in other contexts. The emphasis is on pupils addressing their gaps in understanding as well as providing opportunities for early teacher intervention. It is up to individual teachers to show how this is done. For example ☺☺☺ marked to show they have understood.

Peer Evaluation – when appropriate (and after considerable modelling), pupils mark a partner's work. Initially the focus is on pupils identifying strengths in a piece of work.

Detailed marking and feedback – entails giving focused comments, relating to the lesson objective and success criteria with suggestions how work can be improved. It

notes where the pupil has met the objectives of the lesson, where the child has made progress and next steps to improve learning.

Key Principles for Quality marking

- Tick 1-3 places where the lesson objective has been successfully met
- Highlight areas as a prompt to support improvement
- Include 1-2 positive comments and 1 improvement

Marking Codes/Symbols/Pens

| Code | Meaning |
|------|-------------------|
| VF | Verbal feedback |
| SP | Spelling |
| T | Worked with adult |
| IW | Independent Work |

Subject Specific

The above principles apply to all subjects. However some, such as Art, FT, PE and Music will be predominantly oral but should still be documented for the pupil by the teacher.

Documented through but not inclusive;

- Photos of specific pieces of work linked with success criteria and comments
- PowerPoint with photos and comments
- Photos of students working
- Skill checklist

Updated by Kevin Claringbould 25th January 2021

Date Agreed:

Date Reviewed: February 4th 2021

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Appendix 1

Reviewing Marking

| | Always | Usually | Sometimes | Rarely |
|---|--------|---------|-----------|--------|
| • Work is marked regularly | | | | |
| • Marking reflects learning outcomes | | | | |
| • Marking makes use of an agreed code | | | | |
| • Comments are supportive | | | | |
| • Comments are developmental | | | | |
| • Pupils correct their own work | | | | |
| • Pupils understand the marking system | | | | |
| • Parents understand the marking system | | | | |
| • Marking practice is consistent | | | | |

Action Notes:

Completed by SLT / Teacher

Date: