



Policy Statement for Feedback including Marking

Written September 2018 – Review date September 2020

1.0 Introduction

- 1.1 Our vision is to ensure that all students can make optimal progress in the school according to their God-given abilities and potential.
- 1.2 The Headteacher has ultimate responsibility for ensuring that good practices in marking students' work are adhered to in order to provide accurate feedback to students. The responsibility for the outworking of this policy will be shared collectively by the Senior Leadership Team.
- 1.3 There is a professional expectation upon all staff who take responsibility for teaching children to adhere to this policy. This applies to the class or subject teacher, but it also may apply to those members of staff who teach small groups under the direction of the class teacher.

2.0 Aims:

- To help students recognise when they have achieved a set standard and have done something well.
- To help students improve their work through the setting of challenging, but achievable targets.
- To develop practice where students are made aware of the steps they must take to improve in their work
- To motivate students to produce high quality work and make progress.
- To provide feedback for the teacher on the effectiveness of their teaching and to inform their next steps in planning.
- To provide opportunities to give praise and encouragement and to show students that the school values their work through various means of celebration.

3.0 Means: Primary Guidelines:

- 3.1 Good marking occurs when it is:
 - related to the objective of the lesson.
 - lesson objectives and success criteria are recorded in children's books.
 - informs future planning.
 - is often verbal and acknowledges the pupils learning journey. If verbal feedback is given, it will be acknowledged in books with a 'vf' and teacher's initials.
 - time is given for reading, reflecting and acting on feedback.
 - detailed marking is only required on assessment pieces. This will involve a number of what well points followed by an aspirational target.
 - errors are seen as learning opportunities
- 3.2 Rewards and shimmers should be given to celebrate success and effort.
- 3.3 Different coloured pens should be used for teacher marking and student and peer marking. (Purple for teachers, green for student marking or peer marking)
- 3.4 Marking is for teachers, for parents and for students:
It should address three questions:
 - where am I at in my learning?
 - what do I need to do next/
 - How can I improve?

key elements include:

- objectives in books
- WAGOLL (what a good one looks like)

- clarity about expected standards
- effective questioning to find out what pupils know and understand, to promote further learning and to prompt thinking and reflection.
- helpful and constructive feedback and be in child friendly language
- should be done before the next lesson
- should include as much marking and feedback in the lesson as is possible.

should/could include

- traffic light system
- 3 stars and a wish
- thumbs
- talking partners
- peer assessment
- post its

4.0 Means: Middle and Upper Guidelines:

4.1 Good marking occurs when it is:

- clearly related to the aims of the lesson
- meaningful for the individual student; helping them improve in their work and make progress.
- related to target grades where at all possible
- positive and constructive, with appropriate praise given
- prompts a dialogue between teacher and student.
- helps the teacher plan future work with the class and for individuals

4.2 Marking should be undertaken as quickly as possible, preferably before the next lesson. Marking may sometimes be done in the classroom with the student or a group, so that dialogue can take place and areas of difficulty be promptly dealt with.

4.3 Staff and older students should be encouraged to use **google classroom** to submit some of their work and on the basis of initial feedback to make improvements to a piece of work. The encouragement of dialogue and improving drafts should be seen as a way of students achieving target grades effectively and quickly.

4.4 It is **not** necessary to mark every piece of work in detail. Sometime a **check** is all that is required. **Checking** of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick.

5.0 The Marking Process

5.1 Due to the varying demands of age and subject material in Secondary, individual subjects will use a variety of strategies, some of which include.

- Before a piece of work is undertaken, students should be clear what is going to be assessed when the work is marked.
- Over-marking should be avoided. It is more realistic that a student will benefit from the targeting of two or three key points for learning.
- After the completion of most pieces of work, a written comment should be given. It is not necessary to deep mark every piece of work. This could be every third piece of work, for example a deep mark should include::

1. **Recognition of a student's achievement ('what went well')**
2. **Indication as to how they might improve ('even better if')**
3. **An opportunity to take ownership for their own improvement**
4. **All spelling errors**
5. **All grammar errors**

- Different foci will apply to different pieces of work.
- Feedback should be both verbal and written, aimed at groups as well as individuals.

- Selective self and peer assessment by students, using a green pen, is acceptable, providing the accuracy of marking is checked.
- Marks awarded at the end of a piece of work have their place, but should not dominate. Students should be taught to reflect on and respond effectively to teacher comments.
- Correcting every mistake can be demoralising and is not necessary.
- When written comments are made by staff, questions are sometimes usefully employed which the student should then be expected to write an answer to
- Time should be allowed for pupils to reflect and respond to teachers' written comments.
- Teachers should write legibly.

6.0 Spelling and Grammar:

- In a piece of English work, a limited number of key (e.g. high frequency) words should be identified for correction by being marked with **sp**
- Students to make a spelling correction at the foot of their work, by writing out the word three times whilst reminding themselves of how to spell the word correctly
- In subjects other than English, spellings related to that subject area should be corrected. The correction of spellings in subjects other than English should be a minor component of teacher marking but not ignored.
- Poor spellers to be trained how to use IT spell-checkers and dictionaries.
- Sometimes pieces of work can be marked with no reference to spellings: the focus can be on something else.

7.0 Directory of Marking Symbols

7.1 Where appropriate for an activity, staff will use the following symbols when correcting pupils' work. Different departments may establish slightly different practices according to the nature of their subjects

vf Verbal Feedback

sp Incorrect spelling

we was wrong Underline a word, word ending or phrase showing a grammatical mistake

? Meaning unclear – or no workings

// New paragraph

C capital letter . If a capital is used wrongly, put a slash through it.

0 Circle incorrect or missing punctuation points

8.0 Presentation: For Students

8.1 When you present your classwork/homework work, you must:

- Write legibly in black or blue pen.
- Write a **title in the middle of the page**, in your normal writing, using capitals where necessary.
- **Underline** the title in one straight line drawn with a ruler.
- Place **the date** in the left hand margin.
- Only **miss one line** between your title and the start of your work.
- **Don't miss lines** between answers.
- **Number your answers in the margin** with a simple 1 etc.
- If a mistake has been made, (bracket the mistake and place a small x outside the bracket.)**x**
- **Label diagrams and maps** in ink.
- **Use a sharp pencil** to draw diagrams.
- At the end of your work, miss a line and **rule a pencil line across 2/3 of your page**.
- **Carry on from where you last finished**. Don't start a new page for every new piece of work.

9.0 Review

9.1 SLT undertaking a 'book-look' and discussion of oral feedback during Learning Walks and report back their findings to staff

9.2 The online safety policy should be read in conjunction with this policy.

9.3 The policy was written in 2014 and will be reviewed bi-annually. The latest review was completed in September 2018.

Formally agreed through Governors compliance:	7th November 2018
Signed Andrew Taylor – Chair of Governors	A Taylor
Signed Phill Moon – Head Teacher	P Moon
Review Date:	September 2020