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Marking and Feedback Policy

Contents

Introduction

It is important to provide constructive feedback to pupils, focussing on success and improvement against learning intentions. Feedback is the major factor in pupil progress and is a core component of assessment for learning. It enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning, so lessons and activities are targeted to pupil's needs. Marking has three main functions:

To provide an assessment record.
To provide feedback to the pupil.
To promote individual dialogue with every pupil.

The aim of this policy is to ensure that marking is meaningful, manageable and motivating.

Effective Feedback

The purposes of feedback, both verbal and written, must be clear to all those involved, teachers, pupils and parents. These purposes should be reflected consistently across the School. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.

Feedback must be focused. Expectations should be shared with learners as learning objectives or standards to be aspired to. These expectations should be reflected in teachers' feedback.

To be effective, feedback should comprise three elements: exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made.

It is essential to give learners time to absorb and act upon, or consolidate, feedback comments. A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand.

Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.

For feedback to have a significant and sustained effect, there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike.

If improvement in work is to take place, the learner must first know the purpose of the task, how far this has been achieved and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap.

"For assessment to be formative the feedback information has to be used"
(Black and William 1998)

Correct and Perfect

Careless mistakes should be marked differently to errors resulting from misunderstanding.

The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

Teachers/TAs/LSA's will use a coloured highlighter to show the pupil what to improve, yellow highlighter for the corrections and green highlighter for the improvements.

These are some suggestions as to the feedback a teacher would give a pupil when correcting and perfecting their work.

CORRECT	DEVELOP
Look again at number 4. You have missed out an essential step. Put this right and your answer will be correct. You need to add some punctuation in your second paragraph. Find and fix this. Three of your answers are incorrect. Can you find them and correct them?	Can you develop this point further by thinking about the health benefits of technology? Could the opposite be true? Explain why What evidence is there to support this view? Can you swap some of the words you've used with more technical/sophisticated vocabulary?

Pupil work is marked for formative reasons and will aim to allow the pupil to identify what they can do and what they need to do next to improve. It will allow the teacher to plan future lessons based on what the class and individual pupil has learned and need to learn.

We recognise that whereas the School needs a common approach to provide consistency, we need to be mindful of the uniqueness of each subject. Therefore, subjects need to adapt this policy and apply it effectively to their own subject area (See Appendix 1). Planning should be evident on medium term plans where formative and summative assessments/feedback will take place within a topic or unit of work. Equally, the frequency with which marking is carried out will vary dependent upon the nature of work completed and the allocation of curriculum time. Appropriate marking frequency will be agreed by the Director of Teaching and Learning for with each Head of Department. Specific marking policies will be in place for each academic area and phase across the school.

Types of feedback expected to be used for Pre-Prep Students

Marking is part of the Assessment for Learning process (AfL) and must provide feedback to the pupil about Effort and Progress. It must be used to inform future teaching. 'Closing the gap', 'Next steps' comments or improvement prompts should be linked to the LO or individual pupil targets. These comments must be encouraging, supportive and challenging.

Kindergarten - marking in these grade groups will be alongside the pupil and will often include verbal feedback. This should be recorded using inverted commas, where necessary, to show teacher pupil responses, learning stories, observations etc.

Grade 1 and 2 – Class work, written, oral or practical class work are marked and assessment recorded. Where possible teachers should mark work alongside the pupil. Evidence may be given in the form of a photo/scan which is annotated as appropriate.

Most marking is done by teachers but some marking may be done effectively by peer or self-assessment: this method is used when judged to be most appropriate. Marking of daily focus groups in English and

Maths should be detailed and include an improvement prompt. Most pupils want to please and believe the marking of their work to be worthy of teachers' time. Thorough, effective marking can improve pupil motivation. Effort and progress are rewarded and encouraged as well as achievement/attainment.

Verbal feedback is the most important type of feedback and feedback of any other type i.e. written or with a stamp must be meaningful for the child. Most importantly verbal or recorded comments should relate clearly to the learning objective of the lesson or task leading to the completed work. There should be a clear idea of attainment performance and goals to be achieved.

Teachers mark with highlighters and/or green ink from Early Grades to Grade 2. Requirements of corrections must be clear to children and related to the learning objective of the task. These corrections should be acknowledged when completed by being marked, initialled and/or followed-up by the teacher. Attention is paid by teachers to any IEP requirements when thinking through the requests for corrections by individual pupils for whom these are in place.

Time should be allocated for pupils to read their written feedback and to make any corrections/improve a specified section of work if appropriate so that the marking is useful and pupils "close the gap". These corrections can be made using 'red polishing pencils/pens'.

Types of feedback expected to be used for Grade 3 to Grade 8

Pupils should expect to have work marked regularly and feedback should be ongoing throughout the lesson by the teacher correcting and perfecting the work with a highlighter or green pen.

It is not necessary to write a comment on all pupil work, but the quality feedback should follow a series of other feedback opportunities such as verbal feedback, peer feedback and self-editing. When quality marking is present, comments must be motivating and constructive, tell pupils what they have done well and how they can improve their work. It is good practice to base comments on the phraseology of the assessment criteria or take from the four areas below: question, improvement, scaffold, and master.

Pupils should respond in red pen:

Step	Poor Practice Uses Generalisations, for example…	Good practice means being motivating and meaningful, For example…
Positive comment from teacher with a tick ✔ in a circle.	Good answers which show sound understanding.	All positive comments must be linked to success criteria. You have shown deeper understanding of this topic and applied it well to the exam question. Your presentation has much improved. You have used good analytical skills in this piece of work.
Suggested way forward/challenge from teacher. (See table above for variety of feedback options) A combination of correcting and perfecting feedback using yellow and green highlighters.	Give more detail in each.	Question - ask a question which will prompt thought and a response which shows deeper understanding rather than to check understanding. Improvement- evaluate the arguments you make. This means pointing out the strengths and weaknesses of the arguments. By doing this, you will demonstrate your understanding of the validity of the arguments. Scaffold - pose a number of questions to lead the pupil into realising the correct answer or give the

		correct answer and ask the pupil to explain/demonstrate how you came to that answer.
Pupil comment DIRT- Directed Improvement Reflection Time	Need more detail	Students respond accordingly, either re-writing a piece of work, correcting it or adding depth to it as a result of the dialogue with their teacher or peer. Students should respond in red pen to make changes clearly distinct from original work.
Teacher re-marking following student response.	Well done! This is better.	Teacher acknowledges improvements directly related to success criteria to support students' understanding of why their work is better, or provide further guidance for improvement dependent upon the nature of the task.

Peer and pupils' self-assessment are valuable tools to promote pupil learning. Peer assessment allows pupils to help each other, and the process of marking work promotes understanding. Pupil self-assessment has a similar impact, allowing pupils to fully engage with their work. Considering this though, it is important to remember that peer and pupil self-assessment is not an alternative to teacher assessment but an addition, as teachers are the experts and are the only ones in a position to fully quality mark and feedback on a pupil's work.

Summative assessment in workbooks-grades and levels

We do not use any form of grade in our discourse and marking in student workbooks, only on assessment papers and tests where appropriate. At Grades 7 and 8, we accept the use of grades on exam questions, but this would be accompanied by quality teacher feedback comment and other forms of assessment.

Literacy Marking Codes

Code	Explanation	Suggested Improvement
W	The wrong word has been used.	Use a dictionary / thesaurus or check the homophone (e.g. hour/our).
?	Something doesn't make sense.	Put an explanation in the margin or an * with an explanation at the end of the work.
Error underlined and 'SP' in margin.	Spelling mistake.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above.
P	Punctuation error.	Put in the correct punctuation (. , ? ! " " : ;).
Caps	Missing capital letter.	Put in capital letters to start a sentence or for proper nouns.
// NP	A new paragraph is required.	Give a reason as to why a new paragraph is needed.
SI	Slang or informal English has been used.	Re-write the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down what tense should have been used.

Spelling, Punctuation and Grammar

All staff will be expected to mark spelling mistakes (appropriate to the age/ability of the child) in written work. The frequency of correction should be differentiated according to the pupil and the purpose of the writing but should focus upon high frequency and topic key words. Some subjects may correct spellings that are subject specific rather than all spelling errors. Generally, the miss-spelt word should be underlined, and the correct spelling noted in the margin. Children will be expected to learn from their mistakes by carrying out the Look-Say-Write-Check approach. Dictionaries or spellcheckers will be available in all rooms.

Staff will draw attention to some punctuation errors appropriate to the age and ability of the child. The child should, as part of his/her corrections, add punctuation marks into the relevant sentence. Special attention should be drawn to the use of capital letters, full stops and paragraphing.

Feeding back on electronically submitted work

When pupils are completing homework, or classwork online, it is expected that the above forms of marking are still adhered to. Pupil work that is being quality marked should be printed and handed in by the pupils so they can receive feedback and then respond to that feedback. Or it can be 'turned in' on TEAMs and have verbal or written feedback attached electronically. If necessary, stick worksheets into books in chronological order.

Evaluating Marking and Feedback

In order to evaluate the consistency of marking and feedback both within and across subjects/phases, samples of marked work are reviewed by middle leaders throughout the academic grade. Feedback is provided to teachers on strengths in marking, with excellent examples used to demonstrate high quality practice to colleagues, and on areas that may require development. The criteria used for evaluation are included in appendix 2.

Appendix 1 – Practical Subject Guidance

Whole school Guidance for practical subjects

Although there is a broad School expectation to follow this policy, subject areas can adapt this to match the individuality of the subject. In some practical subjects such as Art and Design, there should be evidence of pupil work that is quality marked, using the above expectations, with the understanding that pupils will receive more verbal feedback than written when producing an object, animation, or product.

Art

There should be evidence of pupil progress as a result of such feedback along with pupil/teacher written dialogue. This will be expected to appear in Learning Journals. Photo evidence of pupil's work will be added to an online portfolio. This work will have peer and self-assessment feedback attached to it.

Learning Journals (kept inside the pupils' folders) document the progress in Assessment Objectives through marks and detailed written feedback but these are primarily more suited to quality marking. As artwork takes time and progress can appear slow, this doesn't always allow for comments to be productive and specific every time. For instance, teachers may end up repeating previous comments.

This worksheet is designed to be much more constant. It aims to push pupils to be independent, involved and more confident with taking control of their projects. Pupils rely heavily on the teacher to advise the pupil what to produce each lesson. This however forces pupils to think for themselves. This form allows pupils to plan their time, organise tasks, and document verbal feedback and have more often, continuous feedback from the teacher. It also allows the teacher to be knowledgeable of what materials a pupil may need for that particular week.

Design and Technology

Evidence of progress over time in D&T practical work will be presented through a series of photographs accompanied by a combination of self, peer and teacher feedback. This evidence will be presented in pupil's files along with pupil/teacher written dialogue on theory, design and evaluation work.

Music

Verbal feedback and annotated video or auditory evidence will be the basis of pupil progress. Evidence of pupil/teacher dialogue should be shown through improved performance from start to finish and this should be accompanied by a portfolio of evidence to support pupil progress over time.

For practical activities (Performance & Composition) pupils will be recorded which will produce video or audio evidence. During the first recording, the teacher will give verbal feedback in response to the performance/composition. The activity will be re-recorded at an appropriate point within the topic which will allow the pupil to demonstrate their progress as well as response to teacher feedback. Compositions will also be accompanied by screen shots/photographs of scores/notation.

Listening and music terminology can be assessed through

All practical evidence will be collated and hyperlinked to a class spreadsheet, which will be stored in the staff shared drive.

In the space of a topic (approx. 12 weeks), pupils will have 2 performance-based recordings, 2 composition-based recordings (and screen shots), as well as 3-4 test results.

PE

A core task or baseline activity should take place at the start and end of each new topic; this will demonstrate additional pupil progress. A combination of other forms of feedback such as self and peer assessment will also be expected to be evidenced.

Computing

Each pupil will develop their own electronic portfolio which will chronicle their progress. A template will be provided for each pupil (see attached). The idea is that as work is completed in class, it will either be inserted or print screened and pasted to their e-portfolio. Different colour slides will be used to denote whether the work has been peer/self/teacher assessed. Work will be assessed electronically by the teacher who will access the e-portfolio and leave feedback comments in the appropriate places (in green). Pupil response to feedback will be red and if necessary, include an extra slide to show work that has been improved. Work will be marked/assessed by the teacher at least once every 4 lessons. Learning ladders will be kept electronically on the 1st 2 slides of the e-portfolio. Criteria achieved will then be highlighted and initialled by the teacher. Progress will be tracked electronically on departmental tracking sheets.

Appendix 2 – Book Look Criteria

Book Look Criteria

Department _____   Carried out by_____

	Outstanding -- Requires Improvement			
Presentation	Presentation shows that students have pride in their work and produce a suitable quantity of work to a very high standard. Work is effectively organized.	Presentation shows that students take pride in their work. There is an appropriate quantity of work which reflects the time allocated to the subject. Work is well organized.	Presentation is mixed but is appropriate to tasks in 50% of the book. Work may not be organized or may be limited in quality or quantity.	There is little work recorded in books or work is of a poor quality. Presentation is poor.
Frequency & Consistency	Marking and feedback is frequent (according to department criteria) and of a consistently high quality.	Marking and feedback is regular and mostly of a high quality.	Marking and feedback has minimal intended impact or is sporadic in nature.	Marking has no intended impact on learning or is minimal.
Teacher Feedback	Students are given clear, personalised targets which provide detailed guidance on how to improve. Marking explicitly identifies strengths.	Teacher's written feedback informs students of what they need to do to improve their work.	Teachers' written feedback ensures that students have some guidance on what they need to do to improve.	Written feedback provides little or no guidance on how to improve.
Student Response	Students use the annotations provided to self-correct/develop aspects of their work. There is clear evidence of students' responses to teacher and/or peer feedback. Students progress over time is clear.	There is evidence of students improving their own work in response to teacher/peer feedback, although this may not be entirely consistent throughout the work. There is evidence of student progress over time.	There is minimal evidence of students responding to feedback and this may be limited to correcting tests or similar. Some evidence of student progress is evident.	There is no evidence of students responding to feedback provided. Little evidence of progress is seen.
Peer/Self Assessment	Students know how to improve their work and are involved in evaluating their own learning and/or the learning of others where appropriate. There is evidence of specified criteria/exemplars being used to judge the standard of work.	Students are involved in marking or evaluating their own learning and/or the learning of others where appropriate.	Students are sometimes involved in marking or evaluating their own learning and/or the learning of others.	There is no evidence of students being involved in marking or evaluating their own learning and/or the learning of others.

Overall comments:

Feedback Policy