MARKING AND FEEDBACK POLICY

Policy Name	Marking and feedback policy	Policy No.	DWS_PLC_022
Effective Date	April 2024	Date of Last Revision	NA
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RATIONALE:

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students 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.

Marking and feedback should:

- Be manageable for teachers and accessible to students; relate to the learning intention and comment on previous attainment within the context of the learning intention.

- Give recognition and praise for achievement and clear strategies for improvement;

- Allow specific time for students to read, reflect and respond to marking; respond to individual learning needs, marking face to face with some and at a consistent distance with others;

- Inform future planning and group target setting; use codes across the school.

- Ultimately be seen by students as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

Good Practice in Marking:

- Informs short term planning and next steps

- Makes teachers and pupils share learning objectives and success criteria

- Marks to the learning objective/intention

- Highlights areas for improvement/ways to achieve them

- Focuses teachers on areas of learning where groups/individuals need specific help

- Provides clear feedback to children about strengths/weaknesses in their work and includes both oral and/or written feedback (this should include repeated mistakes)

- Involves pupil in reflection/review

- Provides pupils with opportunities to assess their own/other pupils' work

- Recognizes, encourages and rewards children's effort and progress. It is coherent, consistent and constantly reviewed, thus ensuring that it is understood by all members of staff so that good practice really reflects good policy

- Helps parents/others to really understand strengths/weaknesses in children's work is marked on a regular basis, with an appropriate comment.

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning intention. At least one in every 5 pieces of work should be quality marked. Teachers need to decide whether other pieces of work will simply be acknowledged or given detailed attention.

How do we mark students' work?

Marking is done by stake holders and with different colors.

- Teachers marking is with pink ink.
- Leader's marking is with green ink.
- Students marking is with pencil/purple ink.
- Parents marking is with Black ink**.**
- Students' work needs to be marked in a color that can be clearly seen.

The school makes use of three forms of marking/feedback:

1. Oral Feedback

It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Students of all ages need oral feedback from time to time.

2. Summative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups.

3. Formative feedback / marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

How will students respond to the comments that have been put at the end of their work?

For the marking to be formative, the information must be used and acted on by the students. They should be given time, to read and respond to the written feedback the teacher has provided. Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, because of the feedback they have received.

Students should be expected to respond to the written feedback, either by correcting mistake in a pencil/pen or by writing a reply. When children have responded to feedback, teachers should initial their feedback to acknowledge the child's response or use the √© symbol where appropriate.

What other styles of marking do teachers use?

A tick and an initial - this might be used when there has been a large amount of teacher input in the lesson or where oral feedback was given.

Self-marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modeled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.

Literacy issues

Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Common spelling mistakes should be noted, and students should write the correct spelling in their notebooks.

Children must use dictionaries/word banks/key words for self-correction, cross mistakes through with one line and only use erasers for final drafts.

Useful ways to frame comments:

- I really like the way you…
- You have worked hard on…
- You have improved…
- Next time you do this type of writing…
- A good target for next time might be…
- What do you think you could do next?
- You now understand how to…

Ways to achieve active and manageable responses from the students:

- Set understanding marking as homework
- Use a few minutes each week to go round while students make suggested improvements
- Use guided work
- Have writing and response partners
- Expect students to return amended work

Marking Code:

Use ticks (but not crosses): teachers should underline mistakes

Primary Section:

      LO – Learning Objective Achieved

      O – Circle around missing / incorrect punctuation

      SP – Spelling: underline spelling mistakes, and write key spellings in margin (point out any patterns)

      / - New sentence

      ^ - Omission

      NP – New Paragraph: children must leave a line to indicate a new paragraph

      I – Independent work

      P – Paired work

      G – Group work

      AS – Adult support

Secondary Section:

      R – Re-write

      ? -Incomplete

      SP- Spelling error

      SA – Self Assessment

      PA – Peer Assessment

      TA – Teacher Assessment

      CAL- Calculation error (Math/ Physics)

      SE – Sign error (Math)

Self/Peer evaluation

All students should be reminded to self-evaluate against success criteria and older students should be encouraged to identify their own three successes and look for an improvement point. Students are provided with rubric for self and peer assessment. This may be referred to as "Two Stars and a Wish". Younger students may use traffic lights or smiley faces as an alternative method. The plenary could then focus on this process as a way of analyzing and learning. This process should also highlight specific student who needs targeting with specific things through a focus group or individual attention.

Students should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement using the "Two Stars and a Wish". Children should sign their name after completing this evaluation. Again, this process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Math's and Science should assess written work after every fortnightly plan.

A short time after completing a unit of work or at the end of each half term depending on the subject, an assessed piece of work should be undertaken and marked against a checklist of criteria that should be stuck in books. Areas for development should then become targets for the next term and should be feedback to parents at consultation meetings as areas for development.

Homework

Teachers regularly review homework and occasionally children mark it themselves so that they can discuss and explain their answers.

Grading and written feedback

Students should be given information on their progress compared to their Grade Level expectations at least twice a term. Not all work needs to be graded. Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.

Monitoring

Heads of Department and Faculty are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for School and Faculty Self-evaluation. Marking should be regularly scrutinized, and books should be seen as part of both lesson observations and learning

walks by the SLT by the process of monitoring by participation. All curriculum leaders should moderate work and sample marking with their specific ink.

Parents' Involvement

Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's schoolbooks, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the school almanac.