

Marking and Feedback Policy

‘Consistently high quality marking and constructive feedback from teachers ensures that pupils make significant and sustained gains in their learning’

(Ofsted Jan 2015).

‘The most powerful single moderator that enhances achievement is feedback’ John Hattie

‘...the impact of feedback is 124 times more cost effective than reducing class sizes’ Higgins/Sutton Trust Report

Principles of this policy

- It has impact and enhances learning
- Informed by research and our school’s values
- All pupils respond
- It is manageable
- Achieves consistency across the school
- Promotes independence
- Immediate feedback is valued
- Increases pupil’s self esteem
- It is understood by all
- **Marking must lead to action**

Organising your groups – The Focus Group

- Adults **must** work with a focus group or individual throughout the lesson.
 - Teachers will signify this by labelling ‘T’ in margin.
 - Support staff will label with ‘LSA or TA’ in margin dependent on role.
- During the guided session, adults may annotate student’s books in the moment to reflect their intervention where useful and/or relevant
 - Annotations may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived – if it is burdensome and does not impact on learning, DON’T WRITE IT!
- All students will access a teacher/instructor lead focus group at least twice a week for Maths and English.
- In depth marking can be completed during the focus session.

Organising your students – Independent Working

- Other students work alone, in pairs or in groups, independently of an adult and students will label it as ‘I’ in margin
- These students will have their books ‘marked’ after the lesson in one of three ways

Four marking actions

1. Acknowledge and highlight the LO

- Upon checking the book it is clear the student has met the learning objective and the outcome meets teachers expectations
- Learning objective will be highlighted by a **pink dot in the margin alongside it.**

2. Minor corrections and highlight LO

- Upon checking the book it is clear that the student has met the learning objective but there are some minor errors that require corrections.
- Corrections will be acknowledge and corrected. (see box below)
- Learning objective will be highlighted by a **pink dot** in the margin alongside it.

What is a minor correction?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, or a ‘t’ not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrates the student has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the student’s expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A student should see a minor correction and think, “Oh yes, I missed that” rather than, “Oh, I didn’t know that”.

3. Feedback required, highlight LO

- Upon checking the book it is clear that the student did not meet the objective and therefore requires further feedback.
- Learning objective will be highlighted by a **green dot** in the margin alongside it.
- Teacher/instructor address the gaps through feedback and intervention.
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4. Developmental in depth marking

- At least twice a week within core subjects and every other lesson for foundation subjects, identify a next step for the student to respond to. Students will respond in **purple pen**. Examples include:
 - Correct the capital letters in your proper nouns
 - Change the way you have started two sentences
 - Tell me how many lines of symmetry this shape has?
 - Please rewrite your answers using joined hand writing
 - Start paragraph 2 with an adverb
 - Prove your answer is correct
 - Now choose one of these adjectives to add to your sentence.
 - Examples: give an improvement suggestion
 - Slowly, the monster crept up the stairs....
 - Give the students a next step calculation to complete
 - Draw a shape for them to complete
 - Write a general statement for them to complete
 - Explain how you know.....
 - Give me two more adjectives you could use
 - Prove that my answer is incorrect

Additional ways to give feedback...

- Light touch acknowledgement marking using highlighters can be used throughout to highlight impressive elements of any work **(pink)** along with highlighting common errors **(green)**
- Good assessment for learning practice will also be used as appropriate, e.g. self and peer assessment, use of success criteria and mini-plenaries
- Any editing and improvements by students (self-assessment) are completed in **purple**
- Peer assessments are completed in **black**. Peer assessment should be clearly identified using the **peer assessment stamp**.
- Any teacher comments should be in **red pen**
- Spelling bookmarks

Codes to be used

T	Worked with teacher
TA	Worked with teaching assistant
LSA	Worked with learning support assistant
I	Worked independently or in an independent group
VF	Verbal feedback given
WS	With Support
●	Check work

In order for this to work we need to involve the students and share the rationale and details of the policy. Please make sure that this is shared with them at the start of year.