

Welburn Hall School



Feedback and Marking Policy

Policy Dated November 2014

Review Period: Every 2 Years
Updated November 2017
Next review Due: Autumn - 2019
Adopted by Governors: Dec 2014

Signed by Chair of Governors:

Welburn Hall School
Feedback and Marking Policy

- **Philosophy**

This policy aims to give all education staff clear guidance about the rationale, principles, strategies and expectations of effective marking and feedback. We believe that the primary aim of marking and feedback is to inform each young person of how well they are doing and celebrate this, whilst also identifying their next steps and how to improve their work. This will support our young people who have the capacity to become reflective and independent learners. We believe that effective marking is intrinsically linked to effective assessment. In all cases, feedback provides young people with opportunities to make sense of and improve their work and make progress. This serves to embed an ethos of high expectations with stretch and challenge for all.

Intentions

Our marking and feedback will

- Praises the things the learner has done competently
- Points out where alterations or improvements can be made
- Progress the young person's learning by identifying key areas for development

We aim to:

- mark the work in a way that can be interpreted and accessed regardless of the pupil's ability to read
- promote and encourage pupil success in our responses to their learning by acknowledging effort as well as achievement
- encourage pupils to view their 'mistakes' as a positive part of their learning process
- ensure that marking and feedback is positive, clear and appropriate in its purpose – it needs to offer positive benefits to adults and children
- provide feedback by
 - Providing immediate verbal comments
 - Live marking alongside the young person
 - Using a range of familiar symbols from the marking code (see below)
 - Using written comments when appropriate to their reading ability

- Provide young people with opportunities to respond to the feedback given in order to show progress over time.
- link our feedback, where appropriate to learning objectives and B squared/PAT targets.
- Celebrate successful learning using verbal praise, sharing good pieces of work in class and with other members of staff and certificates in Friday's Celebration Assembly.
- Use this assessment information to inform planning.
- Use marking and feedback to provide evidence of achievement to inform summative assessment.

Feedback and Marking

Teachers and support staff shall give informal and immediate verbal feedback wherever possible to have the greatest impact on learning.

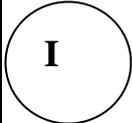
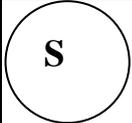
Teachers and support staff shall also give written formal feedback:

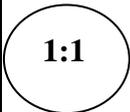
- with a specific learning objective or personal target in mind.
- matched to the ability and understanding of the young person

Pupils where possible will respond to the feedback by;

- using verbal feedback to immediately improve their work
- having time to review their work as soon as possible after it has been marked
- making improvements in their writing over time

Marking Code

	Something good –achieved objective
	How to improve your work
	Independent
	Support

	One to one support
	Peer marking
	How to climb higher and improve
SP	Wrong spelling
single dot 	Incorrect
	Doesn't make sense
	Capital letter missing

Adults marking work should;

- use green ink to mark and give feedback, including any written comments.
- follow the marking policy and guidelines.
- model good presentation, writing on the lines (if books are lined) from the left hand side of the page using a neat handwriting style, matched to the ability of the child.
- mark on the same page as the piece of work, if space allows. If there is not sufficient space then comments should be written on the next page.
- praise children using comments and/or stickers in books and on sheets.

Highlighting via Marking

Within College a method of initial marking has been devised using a highlighter. The concept is to highlight the error so the student is made aware of the error constructively. The student then has to analyse why there is an error and to self correct over the highlighter.

Errors are highlighted in a variety of ways:

A spelling error – the complete word is highlighted

Missing Capital - the lower case letter is highlighted,

Missing punctuation – the place the punctuation mark needs to be is highlighted

Missing word – the area above where the missing word needs to be is highlighted

New paragraph – the opening word for the new paragraph is highlighted with an opening bracket