

Welburn Hall School



Feedback and Marking Policy

Policy Dated October 2014

**Review Period: Every 2 Years
Next review Due: Autumn - 2016
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, what their next steps are 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 in all cases, effective feedback should provide young people with opportunities to make sense of and improve their work and make progress.

Commented [BH1]: Just reworded this

Intentions

Our marking and feedback will

- Be positive at all times
- Praises the learner's achievements
- Points out where alterations or improvements can be made
- Allow students to take responsibility for their own learning, where appropriate
- Be a way of comparing present with past work and therefore to guide future learning
- Be a way of building student's confidence and resilience
- Be part of the assessment process and so inform teachers' short-term planning
- Be part of whole school monitoring and target-setting
- Enable children to develop skills of self-assessment

Commented [BH2]: Simplified working

Commented [BH3]: Added some relevant intentions – what do you think?

We aim to:

- mark the work in a way that can be understood by most students
- promote and encourage pupil success in our responses to their learning by acknowledging effort as well as achievement
- develop literacy and numeracy at every opportunity
- 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 (marking code)
 - Using written comments in green ink, where appropriate to their level
 - Using oral Feedback
 - Using diagnostic written comments
 - Using grades/levels/numerical scores
 - Asking students to explain work and commenting on their explanation
 - Discussing work in progress with students
 - Talking to the whole class about common achievements, errors and ways to improve
 - Using peer assessment and self-assessment, where appropriate

Commented [BH4]: Tried to simplify this for LG's students etc

Commented [BH5]: More specific

- Provide young people with opportunities to respond to the feedback given in order to show progress over time in purple ink
- Link our feedback, where appropriate to learning objectives and B squared 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.

Commented [BH6]: Paying for all tse ice oes

Feedback and Marking

Commented [BH7]: As discussed, aim to have all assessment as formative

Teachers and support staff shall give informal and immediate verbal feedback wherever possible to have the greatest impact on learning because effective feedback is "Just in time, just for me, just for where I am in the learning process and just what I need to help me move forward" (Hattie, 2012).

Commented [BH8]: Some pedagogy for good measure

Teachers and support staff shall also give written formal feedback:

- Using green ink.
- With reference to a specific learning objective or personal target.
- 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
- Responding to comments using purple ink, in a way they are comfortable with
- Discussing their progress and next steps in writing during termly writing conferences with the class teacher.

Staff will be expected to provide diagnostic feedback (including a celebration of achievement and a target or an area for improvement) for at least one piece of Literacy and Numeracy work per week

Commented [BH9]: This ensures that work is marked perhaps you might want to change the frequency and include other subjects?

Marking Code

	Something good –achieved objective
	How to improve your work
I	Independent
S	Support
1:1	One to one support
PM	Peer marking
SP/sp	Spelling correction needed
G/g	Grammar correction needed
P/p	Punctuation correction needed
● single dot (or x)	Incorrect

Education staff 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.
Allow students time to respond to marking and feedback question the feedback they have received to broaden their understanding.

Governors

The governing body should monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- Receiving feedback on this in the regular teaching and learning feedback provided by the Deputy Head.

Commented [BH10]: Role for governors added

Monitoring and Accountability

Teaching staff are responsible for the implementation of this policy. Its success will be measured by:

- Assessment data from B Squared
- The increasing awareness of students of what assessment is and their increasing ability to talk about their learning and their progress
- Improved quality of students' literacy and numeracy across the school as demonstrated in their written and verbal communication

Commented [BH11]: How will the effectiveness of policy be measured?