

## **Feedback and Marking Policy**

We have a consistent approach to marking and feedback and therefore have a school marking policy and a marking code. All students are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process.

### **Aims**

We give feedback and mark students' work in order to:

- show students that we value their work and encourage them to do the same
- boost self-esteem and aspirations through use of praise and encouragement
- give students specific information on the extent to which they have achieved the learning question and how to further improve their work
- check whether students have achieved the learning question, identify misconceptions and use this information to inform future planning
- share expectations
- promote self- assessment – through modelling and questioning, we support students in recognising their achievements and where they can make further improvements
- to inform the individual tracking of progress

### **Principles**

Feedback and marking should be meaningful to students, teaching staff and parents/carers.

Oral feedback should be given during the lesson allowing students to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our students.

Lots of praise and encouragement will be given to students during activities and when activities have been completed. A '*Special Mention*' awarded by the School Leader will be given for exceptional effort or producing a good piece of work.

The date and the learning question will be written on every piece of work either by the student or member of teaching or support staff.

Marking should be done as soon after the lesson as possible. Students will be given time to look at their marked work and reflect upon their learning. When appropriate, students will be given time to make further improvements/complete corrections.

Students will think about their learning and use self-assessment in all lessons, using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up.

**Students work will be marked against:**

**O** Objective achieved.

**P** Presentation correct, readable, layout and legible handwriting.

**E**- has an effort been made? This should be ticked even if the content is incorrect, if the student has made an effort to complete the task.

**N** – next steps for progression

	Description	Marking code/numbers to use
O	Objective achieved	Y/ P /N (Yes, Partially, No)
P	Presentation correct, readable, layout and legible handwriting	1 – 5
E	E- has an effort been made (even if incorrect but complete)	1 – 5
N	N – next steps for progression	Written feedback in a bright/strong colour that can be recognised easily by the reader as marking by the teacher.

**At the beginning of each lesson, students need to be given the opportunity to act on the next step they have been given in their previous marked work to enable them to use this to learn effectively.**

- Where appropriate (depending on the ability of the students and the nature of the activity) students will be encouraged to mark their own work engaging them in the assessment process. Work must still be marked by teaching staff (this could just be a symbol – see marking code) Where appropriate, students will be taught to highlight successes in their work (related to the remember to... points in the lesson) using colour coding. They will make improvements to their work using the same coding.
- Work will be marked in relation to the learning question and remember to... list and when appropriate the student's own I.E.P. target. Marking will not solely focus on secretarial errors.
- Some work will be quality marked in detail by teaching staff e.g. a positive comment linked to the learning question followed by suggestion for how to further improve the work.
- All student work will at least be marked with a symbol (smiley face – KS3, traffic light –KS4) to show the extent to which the student has understood the learning question. The marker's initials will be written in brackets next to this symbol. An I (independent work) or an S (supported work) will also be written on every piece of work.
- Digital evidence may be used to qualify student achievements in practical tasks/speaking and listening activities.
- In KS4, students will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination levels e.g. Entry Level 1/2/3.

All staff, parents/carers and students will be made aware of the marking code and its purpose. Students will be taught what the different symbols mean and will be given time to look at marking of their work.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Presentation</b>	Illegible presentation, not readable, not set out neatly.	Untidy work below the regular standard of student's work in their book.	Reasonable piece of work presented in an equivalent manner to the student's normal work.	Good work, well presented in the way requested by the teacher.	Excellent piece of work – all presentation requests from teacher met and work presented clearly. Some of the best work in the book.
<b>Effort</b>	Little or no effort shown to either complete task or undertake the work set.	Below expected effort. Tasks not attempted in the way the student will normally try to. Poor engagement in aspects of the lesson.	Average effort for that student. Most of the work complete to meet the lesson expectations.	Tasks completed well. Student showing a good effort in this task/lesson.	Excellent and consistent effort demonstrated by the student in all aspects of the task/lesson.

All students will have a copy of the marking grid in their books and staff will introduce it in lessons or on an individual basis when giving verbal feedback. Each of our students have different needs – thus the marking in each book will reflect the level of work/presentation/effort for that student's abilities and should not be compared without consideration of this with other books.

**Review Date: September 2021**