

Marking & Feedback Policy

Philosophy

We believe that constructive marking and feedback helps raise standards. It is the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback, written or verbal, makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

Aim

- To raise the achievement of students by providing them with prompt, regular and diagnostic feedback about their work that enables them to make progress.
- Create a manageable workload for teachers, where their efforts add value to outcomes for children

For Writing and GPS

- Books are ranked from lower prior attainment to higher
- Books are read through
- Notes are made on Whole Class Feedback Sheet
- Notes are used to teach for the first 10 minutes of the next lesson
- When a lesson is taught where it is not appropriate to record written feedback, there will be no record (e.g 'boxing up' or drama, speaking and lesson)

For Maths:

- Where appropriate, children 'mark' own calculations, using answers provided, in a red pen
- Books are read through
- Notes are made on Whole Class Feedback Sheet regarding misconceptions that need to be addressed at the beginning of the next lesson
- Notes are used to teach for the first 10 minutes of the next lesson
- Errors in calculation are circled in green pen. Children must then be given time at the beginning of the next lesson to correct these errors, using their red pen.

Record Keeping

- Whole class feedback sheets are filed chronologically so that they are accessible for scrutiny at any time

For Foundation subjects and Science

- The Learning Objective for the lesson will be recorded
- One of the following symbols will be used to reflect the quality of the work:
 - Y: objective met
 - P: Objective partially met
 - N: Objective not yet met

Monitoring and Evaluation

The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.

The monitoring of this policy will be the responsibility of the Assessment co-ordinator and the subject co-ordinators as follows:

- Subject co-ordinators monitor this marking policy through a yearly work sample in their subject;
- The Assessment Co-ordinator will oversee and evaluate the monitoring process, identifying necessary actions.

Policy Review

This policy will be reviewed in line with the curriculum committee policy schedule.

Equal Opportunities

This policy has been written in accordance with, and meets the requirements of the Equality Act 2010.

Update and reviewed September 2018