

Marking and Feedback Policy

We expect high standards from the pupils and we must set equally high standards ourselves. Pupils' books should always look neat and tidy and any marks that we make in the books should not detract from the general effect.

Feedback given should help pupils to progress. A prerequisite for giving effective feedback is having clear learning intentions and success criteria. Feedback should be targeted at their instructional level – the level at which they are learning:

Task level – the learner is a novice or learning something new for the first time and so the feedback should focus on how well the task has been performed. What do they need to do to correct or improve it?

Examples – *“Does your answer meet the success criteria?”*, *“Where did you go wrong?”*

Process level – the learner has some expertise and so feedback should prompt the pupil to look for strategies for improvement. *“How could you check if your answer is correct?”*

Examples – *“What is wrong and why?”*, *“What is the explanation for the correct answer?”*,

Self-regulation level – the learner has a high level of expertise and so the feedback should prompt them to use their own strategies to work out what to do next and how to improve.

Examples – *“How could you improve this work?”*, *“What might you do differently next time?”*

Constructive comments, based on instructional feedback, are encouraging and helpful whilst negative comments are deflating and detrimental to pupils' further progress. It should be made clear what the next steps are for pupils in order for them to improve. It is also important to use praise but we must not confuse praise with effective feedback.

We should not use bald statements such as "This is not finished" or "This is not good enough". If there is a need for these comments (or similar) to be made then they should be given verbally to pupils together with instructional feedback to how the pupil could improve in relation to learning intentions and aspects of recipe for success.

We must be conscious of the relevance and impact of marks and remarks that we make in the pupils' books. It is soul-destroying for a pupil to be handed back a book with a mass of red all through the last piece of work. It must be remembered that most of the time pupils are putting considerable effort into their work (if they are not, perhaps we should ask where things are going wrong?)

In most instances we will be marking pupils' expertise in our own particular subject area rather than their English. However all work should be marked in accordance with our marking policy.

Pupils' books in almost all subjects will be their major resource for exam revision, and it is our responsibility to ensure that the book is complete and therefore a useful resource. This may mean photocopying pieces of work from other pupils' books and pasting them in the appropriate place. This is particularly relevant where a pupil misses lessons.

As a staff we adhere to the following marking scheme. This scheme should be on display in each classroom.

Introduction

- 1. This policy reflects the marking techniques and working practice at our school. It reflects the consensus of opinion of the whole staff.*
- 2. This policy outlines the purpose, nature and management of marking at St. Hugh's.*
- 3. The implementation of this policy is the responsibility of the Director of Studies and all teaching staff.*

Aims and Objectives

- 1. Marking should help pupils to progress with their learning*
- 2. Marking should encourage pupils to reflect on their work, primarily in relation to the learning intention and success criteria of the lesson*
- 3. To provide a point of discussion with pupils.*
- 4. To provide consistency of approach by all staff.*
- 5. To give praise and encouragement to pupils' efforts.*
- 6. Marking will provide feedback and contribute to the assessment of pupils' work and will help teachers gain information for future planning.*

Entitlement

- 1. All pupils are entitled to have a clear and consistent style evident in the marking of their work.*
- 2. They are also entitled to have their work marked and returned within a reasonable amount of time.*
- 3. All pupils are entitled to have their work marked according to specific learning intentions determined before the work is set.*

Implementation – see presentation policy.

Marking

- 1. All marking will be consistent with the pupils' proven ability.*
- 2. Written comments will be made where the teacher thinks appropriate. Comments will usually be positive, based on instructional feedback, and should encourage improvement in future work. Whenever possible, comments should form the basis of a dialogue between the teacher and the pupil.*
- 3. When appropriate work will be marked in the presence of a pupil, allowing the teacher to make clear the targets for future work, or to clarify misunderstandings. If this is the case, detailed comments may not be present, but it is important to remember that we are marking for future learning and to inform us of the next steps in a pupil's learning. Marking of books should be done within a reasonable amount of time, acknowledging that feedback is most effective when given closest in time to the learning.*
- 4. All teachers, including supply teachers, are involved in the marking process. A copy of this policy and the marking key will be provided for all staff.*

5. *Pupils' work should be marked in a colour that will be noticed by the pupil. All staff will use a common method of correcting errors in subject areas.*
6. *When marking spelling and punctuation, St. Hugh's spelling policy should be adhered to.*
7. *Not all errors will be corrected. The amount of correction will depend upon the age and ability of the pupil and the purpose of the work.*
8. *Pupils should be encouraged to look for mistakes.*
9. *There are occasions for pupils to mark their own work and this is at the teacher's discretion; oversight should be exercised.*
10. *A marking key will be displayed on the wall of each classroom.*
11. *Pupils should have the opportunity to read any written feedback comments at the beginning of a lesson.*
12. *Targets set through the marking of a pupil's work will be written where appropriate in their exercise book. Targets set for individual pupils will be realistic and achievable.*
13. *Good work and effort is recognised by the award of golds and in exceptional circumstances by the awarding of a Headmaster's commendation.*

Staff Responsible	Director of Studies
Last reviewed	Spring 2018
Date of next review	Spring 2019



St. Hugh's School Marking Key

Code	Explanation
St or ✓	You have met the learning intention/recipe for success
T or 	Targets/Next steps
V	Work discussed with adult (who should also initial work).
I	You completed this task on your own
S	You were supported with this task.
S/C	This is something you have corrected yourself.
DATE	No date on work
TITLE	No title on work
word underlined in work and correct spelling written above or in margin or Sp. in margin with number of corrections required	Spelling mistake
P	Punctuation missing
Wavy line and ?	Sentence doesn't make sense
^	Missing words
//	New paragraph needed

Pupil Self-Assessment – Traffic lights in books

Red	I didn't understand this. I need more help.
Orange	I understood today's work but I need a little more help.
Green	I understood what we did today and feel happy about it.

Agreed at Staff Inset – 5th January 2018