

THE JUNIOR AND SENIOR SCHOOL FEEDBACK AND MARKING POLICY

Introduction

In research, feedback has been found to be one of the key features of teaching that leads to the greatest improvement in student outcomes. The purpose of feedback and marking should, therefore, be to make a positive contribution to learning and progress by;

- Recognising what students have done well
- Guiding the students on next steps and how to improve
- Challenging the students to make further progress

The principles outlined in this policy apply to all key stages.

Key principles underpinning Feedback and Marking at The Junior and Senior School

There are two key features to the approach to feedback and marking at The Junior and Senior School, as outlined below:

- Teachers can provide feedback in different ways and not simply through marking in books. All feedback is valid as long as it meets the criteria outlined above.
- It is imperative that, once feedback has been provided by the teacher, the students are given opportunities to improve and that they act upon the feedback provided. This is achieved through giving appropriate time during lessons or for homework. Sometimes students may be required to review or reproduce a piece of work in order to improve on it.

The way that work is marked contributes to the essential dialogue between teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Marking should always be carried out by the person who taught the lesson or material.

Effective marking and feedback should:

- Identify achievements and the next steps in students' learning
- Relate to learning objectives and success criteria for each lesson
- Give students specific praise for the success of their work, showing it is valued

- Give students clear strategies on how they can improve their work
- Be read by students and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school (although it is recognised that there are also departmental or key stage specific forms of marking or rewarding such as house points, merits, technical terms, exam references, stickers, gems etc)
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Improve levels of literacy across the school

This policy is based on the core principles above but also on the recognition that:

- It is the monitoring of books and files /reading of student work that is central to providing teachers with information on student understanding and learning; this informs future planning and the feedback provided.
- There are several methods of providing and sharing feedback to students, it can be immediate formative feedback whilst learning is taking place or summative feedback at the end of a task and can include verbal and written feedback to individuals, groups or to the class as whole.
- Self and peer assessment, provided they are based on clear success criteria, are also valid forms of feedback when they contribute to improvements and learning
- Time should be built into lessons on a regular basis, with a clear expectation that students will respond to the feedback and marking provided.
- Time for improvement of work can, additionally, be a feature of homework.
- The full extent of feedback provided by teachers should not be measured by marking in books alone.
- It is student response to feedback and marking and them taking responsibility for improving their work that is crucial to learning.
- Evidence of student response and of them improving their work is a key indicator of effective feedback.
- It is recommended that, where applicable, not to combine a summative score at the same time as a formative comment but to provide these to students on separate occasions so as not to detract from the more important formative comment which will lead to future learning and improvement.
- Formative feedback can also be given using new technologies through the medium of Office 365. Work can also be assessed using video clips and visual images in subjects such as PE, Drama and Art.

Assessment for Learning:

Assessment for Learning will form an integral part of **every** lesson. It builds confidence and self-esteem through establishing small steps for progress and by encouraging students to reflect on how, as well as what, they have learned. Assessment for Learning will inform future planning. **The expectation is that each lesson:**

- Uses **explicit outcomes** which frame learning within the bigger picture
- Uses **levelled learning outcomes** as the reference point for teacher feedback and provides the framework through which students can evaluate their progress
- Uses **planned and quality questioning** which incorporates reflection and promotes involvement
- Involves **constructive and informative oral feedback throughout the lesson** using language which models good practice to students.
- Uses well planned **differentiation** which allows every child to work at their level/grade and builds in the necessary **challenge**
- Provides increasing opportunities for **peer and self-assessment**

Presentation of work

In all stages of the school, student work should be presented neatly and demonstrate care and effort. There should be a title and date for every piece of work (with the exception of Early Years where pupils are still learning to write, although they may begin to write the date). It should be made clear when a piece of work is homework. All loose sheets should be stuck into books by students. Any standards or feedback sheets used for self-assessment should be stuck into the front or back leaf of the book or kept in a separate folder. Older students in KS3, KS4 and 5 should also maintain their notes in a neat and ordered form in a ring binder or file to help revision and monitoring.

What should be evident in student books?

- Detailed and formative feedback comments explaining
- i) what students have done well and (WWW – What Went Well)

- ii) giving targets for further improvement, even for the most able pupils (EBI – Even Better If) (In Early Years and KS1 comments should be short and simple and supplemented by oral feedback)
- Students regularly addressing teacher feedback. There may be instances when teacher feedback is verbal or shared on the board or Office 365 and so it may not always be apparent in the books – student responses may provide evidence of feedback given.
- Regular Feedback Comments in line with this policy.
- Literacy feedback according to this policy
- Self - assessment and peer assessment may also be evident. And can be evidenced by the letters SA or PA in green or stamps indicating that this has taken place
- Use of WAGOLLS, Exit tickets, Mini whiteboards and any other learning checks, may be stuck in books but it is not always possible to keep evidence of these effective practices other than when they are seen on a learning walk
- Regular use of summative scores or a similar summative judgement (at least once per half term in Senior and once per term in Junior in Numeracy, Literacy and Greek) (this could be in many forms eg standard out of 20, percentage, GCSE or A level grade or number, mark out of 10, 'I can' statements)

Maintenance Marking:

Students should feel that **every** piece of work is valued by the teacher. Written and verbal feedback is equally important in providing encouraging and constructive feedback to students. The focus of maintenance marking will be presentation and literacy alongside any individual student targets.

The expectation is that marking will take place regularly and according to what is appropriate to the key stage and:

- Should value every activity which a student completes
- May happen during the lesson or by taking in books / folders
- May include verbal feedback especially for practical subjects and in Early Years
- Summative scores or a record of checking with the date will be recorded in the teacher's mark book, in Office 365 or in SIMS
- Will include some literacy feedback

Literacy Feedback and Marking

- Literacy feedback should be ongoing and incorporated into regular feedback within the classroom

- Individual literacy interventions should be implemented when appropriate and when there is a clear need.
- Common Literacy marking symbols should be used, as outlined.

Whole School Literacy marking symbols (N/A in Early Years)

	Word order or letter order incorrect
	Words left out or add more writing
	See comment next to * or below
	New paragraph needed here
	This part is confusing
SP	Spelling mistake (Ορθ)
P	Punctuation error (Στ)
✓	Well written
✓✓	Brilliantly written
Exp	Consider your expression (Εκ)
Gr	Grammar mistake (Γρ)

These should be displayed in ALL classrooms for easy reference by students.

Examples of Literacy Targets; (Subject specific literacy targets may also be used eg always use the correct scientific terminology)

- Write in full sentences. Begin with a capital letter and end with the appropriate punctuation (full stop/question mark).
- Extend your sentences by using connectives, subordinate clauses or 'wow' words.
- Always use full sentences when answering questions.
- Learn the spelling(s) indicated.
- Spell key words correctly. Use posters around the room, a dictionary and your literacy booklet to help.
- Remember that proper nouns begin with a capital letter.
- Make sure you use paragraphs accurately and consistently.
- Make your work more interesting by varying the way in which you start your sentences.

NB: When correcting spellings, teachers should be mindful of the ability level of the pupil and responses should be differentiated (ie for a weaker pupil, correcting every spelling is inappropriate)

and demoralising but the teacher should focus on a smaller number and identify common mistakes) Students should then be given an opportunity to learn and practise the correct spellings.

Further clarification of policy

- It is the monitoring of learning, feedback in any number of forms and then the student response to feedback that is significant and not always teacher written feedback on all pieces of work.
- The policy places the key purpose of feedback and marking on learning and improvement
- There is a clear shift of responsibility towards the student taking responsibility for their learning in line with our 'Growth Mind Set' approach.
- The policy allows for individual styles and subject specific application, as long as core principles are adhered to.
- The impact of the policy will be monitored regularly through whole school and MSER monitoring and evaluation activities and reviewed appropriately through work scrutiny activities.

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WHOLE SCHOOL POLICY	
TEACHERS WILL:	STUDENTS WILL:
Monitor students' books regularly (minimum) to assess progress and learning	Complete all work in books and folders neatly and with care, including dates and titles. (except EY)
Identify ways to improve the work or promote further learning and progress	Ensure books are handed in when requested and by the given deadlines
Feedback to the students eg -verbally - through notes on board/on sheet - in books in a contrasting colour pen to the one used by the students but not in red	Carefully listen to /read teacher feedback. Ask for clarification if the feedback is not clear

Set appropriate tasks to promote learning and progress eg -questions to check learning and understanding -SPAG corrections -Extending writing -Further research and reading	
Provide opportunities for students to respond to feedback and so promote improvement. Time for this should be a regular feature of lessons	Respond to the tasks set to make improvements and learning clear
Expect and ensure that students respond to opportunities for improvement	Expect and recognise the importance of improving work

This policy should be read in conjunction with the school's Assessment Policy.

Approved by the Board

Date: 30th May 2018

Next review

Date: June 2019