

Belmont School Marking Feedback Policy



Authorised:
(Headteacher)

Authorised:
(Chair of Governors)

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At Belmont School we approach marking feedback as an essential tool for planning, assessment, evaluation and learning. We aim to provide constructive feedback to every child that focuses on success, areas for improvement, is matched to learning objectives and/or EHCP (Educational Health Care Plan) Outcomes / targets. By responding to students' work through constructive criticism we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both learning and teaching. It is essential that marking be consistent within key stages and clearly understood by the children.

Aims

- To assess if students have met the learning objectives in the lesson.
- To develop children's self esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their targets.
- To provide an assessment record of student's achievement and progress allowing teachers to plan for the next stage of their learning.

Purpose

Much of our students' work is practical and/or oral and as such 'book marking' is only a small component of the marking and feedback role of staff.

Students work is marked to:-

- Aid learning and inform children of the standard of their work
- Assist in assessing and informing planning
- Encourage and promote a pride in achievement and ensure a positive attitude to learning.
- Demonstrate to students a purpose and interest in their work.
- Foster discussion between teacher/LSW (Learning support worker) and student when feasible.
- Promote good learning and working practices.
- Allow students to reflect so that they can improve their own performance.
- Ensure comparability between all staff members responsible for marking, within subjects.
- Assist in raising standards of teaching and planning for subsequent lessons.

Procedure

Methods of marking

Within lessons there are numerous opportunities for effective and productive marking

- Coloured pens (Green = teachers/LSW: Blue = peer; Black=Self.
- Visual stampers, smiley faces and stickers
- written comments
 - i. what has been done well [linked to Learning Objective]
 - ii. what can be done to improve
 - iii. comment about what the student found difficult
- constructive comments during and after tasks which include dialogue between students and teachers. (YELLOW BOX where students can respond)

- student self- evaluation (Appropriate strategy for Key stage: primary traffic light system: different coloured pens for peer /self assessment - Blue for peer, Black for self assessment.
- peer evaluation.
- comments linked to Pupil Asset statements.
- Photographic evidence or video's and comments to show achievement and progress for practical subjects i.e The Arts/Food technology/PE.

N.B. All staff including supply staff should date and sign work completed during the lesson. A comment indicating progress and amount of support provided would be useful.

Codes to be used:

Secondary - Codes to be used	Primary - Stampers to be used to represent the same codes.
A - Achieved	
PA - Partly Achieved	
WN- Work Needed	
VFG - Verbal feedback given	
IW- Independent work	

Key Principles

All teachers and learning support staff should mark according to the following principles.

- Verbal feedback should take precedence, especially in primary.
- FiSH for Feedback
 - FRIENDLY so that good work and effort is honestly acknowledged
 - SPECIFIC so it is clear where work could be improved upon using assessment or task criteria
 - Helpful so that advice /next steps can be given about what to do better next time . (YELLOW BOX STRATEGY)
- Rewards should be given readily to praise and motivate.
- Verbal feedback should take precedence.
- When feasible, written marking should take place in the presence of students. This will give immediate feedback and strategies for improvement. These may be subject specific or relevant to English/Maths improvements.
- Provide students with opportunities to assess their own work and that of their peers.
- Marking should inform future planning.
- Student's work should be marked at least once per week to inform planning and preparations for future lessons.
- A detailed piece of work should be marked for core subjects once a fortnight /a maximum of once every 3 weeks and regular assessment tracked throughout a project for foundation subjects (At least 3 times per half term). Marking sheets may be used at the beginning of the piece of work and then at the end again .i.e. project or introducing a new topic.

Monitoring

The school will ensure that these guidelines are being used consistently throughout the school through sampling written marking and observing verbal feedback during lesson observations and scheduled work scrutiny sessions.

It is expected that Subject co-ordinators and Key Stage Managers will check to see that the teachers in their departments are marking regularly in line with the guidelines set out in this policy.

Teachers will regularly evaluate and assess all marking within their own classroom in line with this policy.

Review

This policy will be reviewed annually