

Challney High School for Boys

Marking and Feedback Policy

MARKING AND FEEDBACK POLICY

"Ready, Respectful, Safe"

1. INTRODUCTION

- 1.1 Policies at Challney High School for Boys are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan and Curriculum Intents. They are written to ensure that we achieve the best possible provision for our students as defined by the descriptors of outstanding practice contained in Ofsted's Education Inspection Framework 2022.

2. RATIONALE

- 2.1 Challney High School for Boys is committed to being outstanding for teaching and learning. In order to achieve this, we need to ensure we meet the requirements of the Teachers' Standards so we:

'make use of formative and summative assessment to secure pupils' progress'

And

'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

- 2.2 For the purposes of this policy, marking is defined as written feedback made by a teacher, a learning support adult or a peer, about a student's work.
- 2.3 Marking and feedback should form a rich and regular dialogue between teacher and student with the aim to improve a students' understanding, learning and raise his achievement. Similarly, teachers will glean information about students' performance and use this to inform planning and progression for individuals and groups. Marking and feedback should also demonstrate to parents how their child's learning is progressing and what they need to do to improve.
- 2.4 This marking and feedback policy sits within the school's comprehensive assessment procedures that are linked to the school's overarching 5* Teaching and Learning Framework and are focused on raising achievement.

3. BROAD GOALS

- 3.1 All staff are clear about the school's expectations about how work in all subjects should be presented and marked.

- 3.2 Marking and feedback are of a high quality, which enables students to understand how to improve their work and encourages high levels of engagement and interest.
- 3.3 Students are provided with opportunities to reflect on and respond to comments given by the teacher, and demonstrate this effectively in their books, thus allowing them to set their own targets.
- 3.4 The presentation of books enhances learning rather than impedes it.
- 3.5 All teachers follow a consistent approach to marking and feedback in their own subject, across the school and in marking and providing feedback for literacy.

4. IMPLEMENTATION

Marking and feedback for Subject Learning and Assessment

To be effective, marking and feedback should:

- 4.1.1 be about challenging tasks or goals;
- 4.1.2 give feedback about what has been done well, as well about what can be done better;
- 4.1.3 be as specific as possible, comparing what students are doing well now with what they have done less well in the past;
- 4.1.4 encourage students, not threaten their self-esteem;
- 4.1.5 marking should be completed as appropriate. Frequency of marking is department specific, though it is recommended to follow, at a minimum: self / peer / teacher cycle for each half-term.
- 4.1.6 Where appropriate, teachers will award a level or grade that is then recorded in a mark book (electronic or paper), and used to track student performance and inform formal assessments/reports to parents. Most departments also have a department tracker onto which this is also recorded prior to marks being uploaded to SIMs.

4.2 Marking and feedback for RWCM

- 4.2.1 All teachers are responsible for supporting students to develop their reading, writing, communication and numeracy skills in all subjects. While a few symbols may vary to support subject-specific literacy, staff will set literacy targets and use these and similar symbols and procedures to mark writing:

- 4.2.1.1 **SP** – To indicate a spelling mistake, circle the word and write **SP** in the

margin (also write the correct spelling in the margin, if appropriate);

4.2.1.2 **NP** or **//** - To indicate a new paragraph use two parallel lines where the paragraph should start and write NP (new paragraph) in the margin;

4.2.1.3 **?** – If the meaning is unclear or language is inappropriate (e.g. slang or text language) use a wiggly line under the section of writing and use the question mark at the appropriate location or write it in the margin;

4.2.1.4 **C** – Place a line through the incorrect use of a capital letter or the first letter of the word which ought to have a capital letter and write **C** in the margin;

4.2.1.5 **P** – Correct punctuation and write **P** in the margin;

4.2.1.6 **G** – Grammar; (or you could be more specific and use '**s**' or '**s'**' to indicate where a singular or plural apostrophe is needed and the letter **T** for the incorrect tense)

4.2.1.7 **^** - to indicate a word or phrase missing;

4.2.1.8 **WW** – if the wrong word is used e.g. they mean *where* but have written *were*.

4.3 **Students Engaging with Marking and Feedback**

4.3.1 Staff will use their professional judgement as to how many errors are corrected in any one piece of work depending on the purpose of the work, the context and the needs of the individual student.

4.3.2 Staff will ensure that students respond to marking and feedback by:

4.3.3 writing incorrect sentences correctly at the end of the piece of work;

4.3.4 improving or repeating work as instructed by feedback during built-in fix-it time;

4.3.5 writing targets for learning, relevant to the feedback at the end of the piece of work;

4.3.6 responding to marking using a green pen;

4.3.7 developing ideas further in their Work/Progress Books.

4.4 **Peer Marking and feedback**

- 4.4.1 Staff are encouraged to use AfL strategies such as self/peer marking, feedback and assessment as an integral part of their teaching pedagogy. When peer marking and feeding back, students will write '**Marked by...**' and state **WWW:** (What Went Well) and **EBI:** (Even Better If), following the marking and feedback criteria established by the teacher at the beginning of the lesson.

4.5 **Presentation of books**

Staff will ensure that:

- 4.5.1 an appropriate target level or grade is written in each student's exercise book on the respective department's Progress Sheet;
- 4.5.3 all titles and dates for each piece of work are underlined with an appropriate ruler;
- 4.5.4 dates are written for each piece of work in full, e.g:
Tuesday 24th November 2023;
- 4.5.5 all writing is in black or blue ink (green ink if responding to feedback and any other colour as indicated by the teacher) and all drawings and diagrams are in pencil (unless where the teacher specifies it is appropriate not to use a pencil);
- 4.5.6 graphs are clearly labelled and drawn with a ruler in all subjects (following correct mathematical conventions);
- 4.5.7 students take care to present their work neatly and legibly and with neat alterations, corrections and crossings-out where required;
- 4.5.8 each piece of work is given a **Ready to Learn:** objective.

5. **MONITORING, EVALUATION AND REVIEW**

- 5.1 Subject team leaders are responsible for the successful implementation of this policy in their subject teams and will monitor the quality, consistency and regularity of marking and feedback through regular work scrutiny, learning walks and lesson observations. Subject Team Leaders will be guided by the school's Evaluation and monitoring calendar. They will ensure that issues arising from monitoring, inform regular items of team and individual development as well as performance management.

- 5.2 The quality of marking and feedback across the school will be monitored for example: through the school's programme of internal and external audit, the annual Trust Quality and Development Review, the school's programme of learning walks and work scrutiny by senior leaders.
- 5.3 This policy will be reviewed annually by the appropriate Deputy Headteacher who has overall responsibility for the successful implementation of the policy.