

Policy owner:	Miss H Singleton
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Marking and Feedback Policy

St Aubyn's School

Marking and Feedback Policy

THE PURPOSE OF FEEDBACK

Meaningful: feedback should vary by age group, subject and what works best for the pupil and teacher.

Motivating: positive yet challenging feedback should boost pupil self-esteem and aspirations. As a result, this will accelerate progress.

Manageable: feedback and marking should be accessible and relevant to pupils and should be proportionate and manageable for staff.

We offer feedback in order to:

- acknowledge and value pupils' efforts and achievements;
- give them a clear picture of how far they have come in their learning, and where the way ahead lies;
- monitor progress in knowledge, understanding and application;
- promote and share high expectations by demonstrating what makes a good answer or piece of work;
- draw attention to mistakes that a child needs to learn from in order to move forward, to improve and expand their ideas;
- support feedback to parents.

RATIONALE

- While standards are consistent across the school or department, marking practice will vary by age and subject.
- Feedback will be constructive and help to identify targets for improvement.
- Teachers will use information from feedback to identify pupils' common difficulties and to plan appropriate learning experiences for individuals/ groups/ classes.
- Pupils will be encouraged to discuss and reflect upon their own work.

METHODS

Feedback can take many forms, including spoken or written marking, peer marking and self-assessment; this will be based on professional judgement.

- Teacher comments will be written in green. They will be legible and intelligible to the pupils.
- Pupils may mark their own work or that of others when and where appropriate and under very clear teacher guidance.
- When appropriate, pupils may be given time at the start of a lesson to reflect and improve on their work.
- Stamps, stars and stickers may be used where appropriate.
- We will celebrate good work and progress in assemblies and through Heads' of Departments acknowledgement.
- The Headmaster will welcome pupils with very good pieces of work and good progress.
- We will encourage high standards of presentation.

BASIC PROCEDURES

EYFS

- In the EYFS, verbal feedback is the most beneficial way for pupils to receive recognition for their work.
- Feedback is provided on the process and effort involved, rather than just the end product.
- Teachers will annotate any recorded work to show whether this has been completed by the child with support or independently.
- Focus activities will be used to extend and support the pupil's learning. This will be reflected in future provision.
- Tapestry is used to note down progress and track a child's journey through the curriculum.
- If a pupil achieves something notable, this is recorded in the pupil's Learning Journal.
- Aspects of the following procedure will be introduced as the year progresses.

YEAR 1

- In the Christmas term all pupils in Year 1 will receive verbal feedback. As children progress, verbal feedback will be supported with next steps.
- The full date may only be used in English or where the teacher judges it appropriate
- Spelling corrections are written by the teacher. Not all errors will be corrected. There will be a focus on year group words, high-frequency and subject-related words.
- Aspects of the following procedure will be introduced as the year progresses.

YEAR 2, MIDDLE SCHOOL & SENIOR SCHOOL

All work completed by pupils will be acknowledged by the teacher, in accordance with the Marking & Feedback Policy.

Senior School staff will follow the same procedures as Middle School. However, they may adapt their marking in line with the needs of their subject. This pays particular reference to exam requirements when pupils may benefit from more feedback.

Verbal Feedback:

- Personalised verbal feedback is the very best form of differentiation and ensuring this is of a high quality and provides clear next steps, is our most valuable tool in moving on pupils' learning and progress.
- This is the most frequent form of feedback and should be embedded within every session. It is designed to enable students to make immediate improvements to their work.
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.
- It should identify both positives and next steps so that pupils have a clear understanding of how to move their learning forward.
- Teachers may use Whole Class Marking & Feedback Sheets. These identify individual pupils and groups that need specific help, provide a record of progress and inform future planning.
- Teachers may also record their feedback, which pupils can then playback by accessing the QR code provided.

- Due to the practical nature of subjects such as music, art, DT, drama and PE/Games, pupils will receive immediate, personalised formative feedback during the lesson; this will always be verbal.

Written Feedback:

Teachers use a combination of written comments and symbols to indicate to pupils what is good about their work and what they can do to improve. They may also use checklists.

REVIEW

The policy will be reviewed by the Deputy Head (Academic) annually.