

## Ellesmere College Marking and Feedback Policy 2018/19

### Aim

To establish a broad, consistent approach to the way learners' work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

### Key principles and guidance for marking

- ✓ **EYFS** - Pupils following the EYFS curriculum in the Primary Phase will have learning objectives clearly displayed on their work, alongside references to the EYFS framework. Feedback will mostly be verbal, as this is most appropriate to the needs of the pupils.
  - ✓ **Primary Phase** - Pupils following the National Curriculum in the Primary Phase will have their work marked with 2 stars and a wish. This prepares them for Phase 1 upwards where they will receive feedback on areas of strength and areas for improvement.
  - ✓ **Phase 1 upwards** - Staff will adopt a consistent system for marking, using green, yellow and orange highlighters. Staff should write a comment and highlight in **green** saying what the pupil has done well **underneath**, or **beside**, the pupil's work and then highlight in **yellow** areas for improvement. This means that pupil work is not written over, except maybe to highlight a spelling that needs looking at. Pupil response to marking should be highlighted in **orange**.
  - ✓ Staff may use post-its to record marking if the work is not appropriate to write on (for example a piece of art). These should be stuck on the piece of work and follow the Phase-appropriate marking strategy. Alternatively, comments can be written on the back of a piece of work.
  - ✓ Staff should indicate, using stamps provided, whether the work has been completed independently, with TA support, or with teacher support.
  - ✓ Marking is only of value if comments are read and responded to. Staff need to ensure that pupils have time to read what has been marked and are given opportunities to discuss their next steps, if needed.
  - ✓ Work marked by someone other than the class teacher should be initialled (TA – teaching assistant, ST – supply teacher). For peer or self-marking, pupils should put their initials.
  - ✓ All marking will be positive, informative and constructive and comments must relate to the learning objectives.
  - ✓ Spelling corrections should be limited to the words the pupils should know
  - ✓ Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
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Whilst it is important that pupils are given the opportunity to redraft work, this should not be done excessively.

- ✓ Marking for Literacy – in order to promote consistency, a common approach to marking for literacy should be adopted as follows:  
**SP** = spelling – this should be supported by the correct spelling of the word in the margin or to the side of the work.

### **Verbal feedback**

This can take the form of a discussion about work and / or a comment about the quality of work in relation to the success criteria. It provides direct contact with the pupil(s). It is appropriate for all pupils to receive verbal feedback. For some pupils, along with gesture, signing etc, it is the most comprehensive and meaningful method of receiving feedback.

A verbal exchange may be accompanied by the verbal feedback stamper, which serves as a record that the pupil has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

### **Marking strategies**

Due to the range of complex needs and abilities, staff should use their professional judgement to decide which style of marking is most appropriate. This can range from 'tick and flick' to more in depth formative marking.

### **Written feedback**

Personalised quality feedback comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

### **Evidence for Learning**

All types of pupil learning must be evidenced and we recognise that there are several ways in which this can be done.

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As a college we use the Evidence for Learning app to record photos and videos, which can be used to create a learning journey. When the app is used, marking is conducted through the comments and tag boxes. This is in line with the rest of the marking and feedback policy.

Where the app is not used, photos and other forms of evidence must be fully annotated or witness statements provided to form the evidence for the learning taking place.

### **Target Levels**

All pupils should be made aware of their current and target levels. Again, due to the range of complex needs and abilities across the college, how staff do this is down to their professional judgement. It would be good practice, however, to have this information in the front of pupil folders or books.

### **Quality control**

In order to ensure the consistent application of standards and to support the sharing of good practice, Curriculum and Phase Leads will sample books and folders for work scrutiny purposes.

### **Moderation**

As part of the quality assurance calendar, there are termly moderation sessions to ensure that pupil assessments are accurate and a true reflection of their abilities. These are led by Curriculum Leads.

There are also external moderation opportunities for English, Maths and Science, where Curriculum Leads work with counterparts in other local authority schools to again ensure the accuracy of pupil assessments.

Externally accredited courses, such as Entry Level Certificates, GCSEs and AIM Awards units are subject to external moderation.

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## **Roles and responsibilities**

<b>Role</b>	<b>Responsibilities</b>
<b>Teacher</b>	<ul style="list-style-type: none"><li>• Follow key principles of policy</li><li>• Ensure work is marked at least weekly</li><li>• Advise pupils on how to improve their level or grade</li><li>• Ensure that pupils are aware of their target level or grade</li><li>• Ensure that pupils are provided with time to consider and respond to marking comments</li><li>• Share good practice in department meetings</li></ul>
<b>TLR holders</b>	<ul style="list-style-type: none"><li>• Check marking of work on a regular basis through work scrutiny</li><li>• Ensure that department / phase marking is considered over an extended period of time so that a clear evaluation of pupils' strengths and weaknesses can be given</li><li>• Ensure planned opportunities are created each term to moderate key assessment activities to ensure consistency</li><li>• Report to members of the SLT what targeted interventions are planned for pupils in danger of underachieving</li></ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"><li>• Read through the comments written by teachers in order to guide any pupils they are working with in the class</li><li>• Mark work where appropriate, following the key principles of this policy</li></ul>
<b>Leadership Team</b>	<ul style="list-style-type: none"><li>• Devise and implement a programme to monitor the implementation of the whole school marking and feedback policy</li></ul>
<b>Pupils</b>	<ul style="list-style-type: none"><li>• Under guidance from teachers, sometimes mark their own and peers' work</li><li>• Consider and respond to marking</li></ul>