

LINWOOD SCHOOL MARKING AND FEEDBACK POLICY

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KEY ISSUES

- We aim to create a learning culture through formative assessment or Assessment for Learning (A4L). Elements of this include: Feedback and marking, which helps pupils know how to improve.
- Marking is used to indicate the range of responses that are made to the achievements of the pupils as individuals.
- Marking can be either verbal or written.
- Codes are employed to indicate the degree of support given before work is marked:
P.P. - physical prompt
G.P. - gestural prompt
V.P. - verbal prompt
U.P. - unprompted
V.F. - verbal feedback
- It is essential that the pupil understands what is implied by the code used.
- All work should be initialled and dated.
- Mark with a **red or different colour pen** so the marking is clearly visible or in the same colour as the pupil's work if the aim is for the marking to be less prominent.
- Marking should identify positive aspects and areas for improvement.

At Linwood we strive to make learning a pleasurable and rewarding experience and to offer the opportunity for individual pupils to develop as high a standard of achievement as possible. A crucial aspect of the learning process is the way in which responses are made to the achievements of the pupils as individuals.

At Linwood we aim to create a learning culture through formative assessment or Assessment for Learning (A4L). Elements of this include:

- The active involvement of pupils in their own learning
- Sharing learning intentions and success criteria with pupils
- Involving pupils in self-assessment and reflective self-evaluation
- Effective questioning
- Feedback and marking which helps pupils know how to improve
- Confidence that every pupil can improve

What is marking?

At Linwood the term marking is used to indicate the range of responses that are made by a pupil; physical, verbal written. Marking outlines strengths and areas for development.

The marking policy is designed to steer good practice in marking and to clarify the agreed forms and characteristics that are to be employed.

Why do we mark?

- It is the first stage in assessment to inform future planning
- Quality marking outlines successes and where improvements are needed
- It can be a means of setting the next target
- It informs best fit data judgements for the pupil's curriculum
- It treats each pupil's achievement as individual success
- It helps pupils understand what is expected of them
- It can reinforce the good work achieved
- It links with the school's various reward systems
- It can demonstrate achievement to others, e.g. parents, EPs
- It is easily understood by pupils when assessing their own work and setting their own targets
- It helps pupils identify their strengths and weaknesses
- It assists in redrafting with more able pupils

How should we mark?

It can be either verbal or written

Ensure that the level of support has been clearly annotated before work is marked

Improvement prompts and next steps should be verbalised or written

Use **VF** -verbal feedback if this was given

Ticks We aim to reinforce the positive with ticks.

X Crosses may be used depending upon the activity being marked and the individual or cohort.

. A dot next to a calculation or answer indicating that the teacher does not agree with the answer given

----- A line under words or letters indicating that the work requires further attention

Smiley faces and other stickers or AAs

In each case it is essential that the pupil understands what is implied by the code used.

Good practice

- Mark with the pupil whenever possible, explaining any mistakes
- Mark soon as possible after the work is completed

- Mark selectively (not all errors all the time)
- Restrict comments to those the pupil might recognise - maybe use stickers, stars, symbols, a few key words
- Mark with a **red or different colour pen** so the marking is clearly visible or in the same colour as the pupil's work if the aim is for the marking to be less prominent
- The teacher should initial and date all work to show that it has been seen by the teacher
- Incorporate reward systems into your marking e.g. merit, AA
- Show how we celebrate good work by careful display and sharing in assembly
- Consider marking as an essential part of the cycle of planning, assessment, reviewing etc. identifying strengths and improvement prompts where appropriate.
- More able pupils, who are able to read, should be given their 'next steps' comments at the end of their work so they are aware of what their personal target is.
- Update the monitoring progress system for the curriculum the pupil is following if they have made any progress.