



MARATHON SCIENCE SCHOOL



Marking and Feedback Policy

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Introduction

Marking pupils' books is part of our professional duty. Routinely reading, checking and monitoring pupils' books connects us to their learning and helps to ensure that they care about the work they produce. It shows pupils that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks.

Pupils' exercise books or folders should show evidence of progression in subjects to allow the pupils and parents to review their learning and set high standards. Clear marking and written feedback should be given regularly to ensure pupils are kept well informed as to how they are progressing.

Pupils are entitled to have their work marked and receive feedback once a fortnight.

Aims

The aim of the School's marking and assessment procedures link closely to the findings of the Independent Teacher Workload Review Group's document entitled 'Eliminating unnecessary workload around marking'. As noted in this report, "effective marking is an essential part of the education process" and it has "the primary aim of driving pupil progress". However, it is imperative that this must be done in a way that is meaningful, manageable and motivating. As defined within this document:

Marking = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to pupils' written work.

Feedback = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

Meaningful:

Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable:

Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating:

Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Feedback

Feedback is not just something given at the end of a piece of work, or on clear 'tasks'. Pupils should be continually reflecting on what and how they are learning and should be continually challenged to make progress.

Teachers are providing feedback when they ask follow-up questions, engage in discussion with pupils, make oral comments on work, critique work in lessons, intervene in class and so on.

Pupils should always be expected to take some sort of action on teacher feedback. Usually, such action will involve either **correction** of mistakes or weaknesses, **consolidation** of skills or knowledge, or a **challenge** to go further or deeper.

All teachers should be using feedback to support pupils' literacy in their subjects. This will include selective feedback on expression, organisation of ideas, sentence construction, style and voice, sense of purpose and audience, presentation and handwriting, as well as technical features of writing such as spelling and punctuation. It will also include feedback on the effectiveness of pupils' spoken contributions, listening and discussion.

Teacher comments

- Comments and annotations must
 - be formative, indicating specific strengths and setting clear, meaningful next steps
 - be positive, personal and framed in such a way as to motivate the learner to improve
 - focus initially on the learning in hand, addressing what the pupil has set out to do
- The work itself should be annotated, to indicate where and how pupils are achieving and can improve.
- Rather than saturating the work, feedback should be selective and carefully focused, supporting pupils in reflecting on and improving their own work.
- Pupils must be visibly acting on feedback. Responses to comments, corrections, improvements and edits should always be made in green coloured pen.
- Teachers should give feedback on pupils' communication within the subject, including selective correction of spelling, punctuation, organisational and presentational features, especially where these are subject-specific.

Pupil response; reflection time

Once feedback has been given, pupils need to be enabled to respond. When giving feedback, therefore, we should offer pupils time to reflect critically on how to craft and improve their work and then to develop new techniques to put their feedback into practice. A dialogue is opened up with pupils about their feedback, and we offer time and space for this to happen.

Oral feedback

- In the classroom, teachers should ensure that all pupils are receiving positive, formative feedback on their work, within whole-class discussion and questioning as well as one-to-one dialogue.
- As with written feedback, pupils must be consciously acting on oral comments.

Peer and self-assessment

- Pupils should be encouraged to assess each other's work, as part of a culture of open and safe critique within the classroom
- Like any other work, pupils' feedback to each other (written or oral) first needs to be carefully modelled, and to be based on a shared understanding of success.

Colours to be used

Pupils work BLACK

Teachers marking /Feedback BLUE

Pupil response GREEN

Feedback Form

Date:	Current attainment:
WWW:	
EBI:	
One step I will take:	