



PRESTFELDE

Feedback and Marking Policy

(Link to Assessment and Reporting policy)

‘The most powerful single moderator that enhances achievement is feedback’ John Hattie

The key aim of the policy is to ensure that:

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

Every pupil knows what they are doing and what they must do to improve, by having a clear understanding of these 3 questions.

Where am I going?

When students understand their goals and what success at those goals look like, then the feedback is more powerful.

How am I going?

This entails feedback (about past, present or how to progress) relative to the starting or finishing point and is often expressed in relation to the expected standard, to prior performance, and/or to success or failure on a specific part of the task.

Where to next?

Such feedback can assist in choosing the next most appropriate challenges, more self-regulation over the learning process, greater fluency and automaticity, different strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood.

Every teacher is equipped to make judgements about pupils' attainment, understands the concepts and principles of progression and knows how to use their assessment judgements to plan ahead, particularly for those pupils not making expected progress.

Every parent knows what their son/daughter is doing, what they need to do to improve and how they can support their child.

Prestfelde marking system

Our feedback and marking must be:

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.

Motivating: Marking should help to motivate pupils to progress. This can take the form of short, challenging comments or oral feedback. Whatever is the most effective response to motivate and support the children's progress. Children must be encouraged to take responsibility for their own work to build resilience and retention of learning.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Types of feedback

- Task or outcome centred feedback- This is feedback upon acquisition of knowledge – correct or incorrect.

- Process feedback- This feedback happens during the learning and supports confidence in completion of a task and promotes self-efficacy.
- Self-regulation- This type of feedback encourages pupils to be able to monitor their own learning. Feedback at this level enhances the pupils' skills in self-evaluation and confidence to engage further.
- Peer feedback- children need to be taught how to feedback. Peer feedback can develop positive relationships and belief in themselves as a good learner.
- Feedback from Assessment- this feedback can be very powerful in terms of progress. Teachers use the gaps in understanding, as evidence to improve and focus teaching input. It also has great benefits when used as a formative tool, to help support children's own comprehension of their misunderstandings and be motivated to engage in further learning.
- Praise of the Pupil- Pupil's appreciate this type of feedback to improve confidence and self-esteem but this does not enhance achievement or learning.

Errors need to be welcomed and promoted within the classroom. Fostering an environment where errors are encouraged as opportunities for learning, leads to deeper understanding and higher performance.

The quantity of feedback should not be confused with the quality. Quality feedback has a direct impact upon progress, achievement and attainment.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.

All work should be marked with reference to the school presentation and literacy policy.

- Marked work needs to be returned to the pupil in the next lesson to allow pupils the opportunity to respond to the Error and Next Steps comments.
- Verbal feedback is encouraged during learning within lessons to make the greatest impact upon learning, as it enables identification and response to misunderstandings as they happen.

- Work highlighted in pink in Little Prestfelde and Middle School and green in Senior School identifies and celebrates achievement against the learning intentions.
- Work highlighted in yellow identifies misunderstandings and mistakes. This ensures that children have a role in identification, review and improving their work to imbed understanding.
- Pupils will write in pencil, blue or black ink and respond to teacher marking in purple (Senior School).
- In the Senior school, teacher marking should be in green ink so there is no confusion. This correlates to the Green is good and yellow is for corrections highlighting.
- All marking will form part of the on-going formative teacher assessments which link in with the summative data compiled within iTrack.
- All misconceptions will form part of each child's unique targets/next steps to ensure progression.

Literacy marking is essential and should be an ongoing focus in marking throughout all subjects.

The correct spelling of key subject terminology is a priority and should be displayed in all children's books.

Where a pupil is making multiple spelling and grammatical errors (SPAG) box off a small area of the text, a paragraph and highlight the errors - ask pupils to revisit for accuracy. Misspelling should be copied out three times and boxed in yellow highlighter. (See Literacy policy)

Sp	Spelling error
p	Punctuation error
//	New paragraph required
Overwritten capital	Capital letter required
Λ + insert	Omission of word or phrase

Monitoring

Head of Departments will monitor the feedback, marking and assessment carried out by their staff on a regular basis, through observations, book scrutiny, tracking and progress of each child. Ensuring that all feedback and marking is making an impact upon progress and next steps. See Academic timetable.

The marking policy is written in the context of the Teachers Standards.

Standard 1:

1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Standard 2:

2.1 be accountable for pupils' attainment, progress and outcome

2.3 guide pupils to reflect on the progress they have made and their emerging needs.

Standard 3:

3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject

Standard 4:

4.1 Plan and teach well-structured lessons

4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Standard 6:

6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirement

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

6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons

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

Standard 8:

8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Policy Review

This policy will be reviewed August 2020 or as practice is evaluated and improved.

Signed by: 

20.9.19