

FERNDOWN MIDDLE SCHOOL



MARKING AND FEEDBACK POLICY

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| Policy to be reviewed by Governor Committee: | Community & Curriculum Committee |
| Frequency: | 2-Yearly |

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Marking and Feedback

Marking and feedback starts with careful planning by the teacher. The teacher will always plan learning episodes with the end in mind. They will know what the pupils need to learn, decide how they will assess that learning and then plan the activities to help the pupils demonstrate their learning. Assessment points will therefore be part of the whole learning process.

When the teacher gives feedback, they will provide feedback that helps pupils to identify the steps they need to take to be successful and/or to improve and *how* to take them. Feedback comments therefore, will be focussed around the WALT (We Are Learning To) and WILF (What I'm Looking For) and will highlight where the pupils have been successful, where they need to improve and they will provide suggestions as to what needs to be done to meet the success criteria. It will also mean that the teacher does not mark every aspect of the pupil's work – only the aspects against which the pupil is being assessed. Pupils will also be taught to be reflective about the WALT and WILF, about their work and about their responses.

Principles of marking and feedback

The aim of marking will:

- be diagnostic and carry pupil's learning forward,
- leave pupils with action points they are able to work on in the following lesson,
- praise achievement and refer to the WALT or WILF.

Marking will be effective when it:

- is related to the planned learning objectives
- is expressed in language accessible to the pupil
- is frequent providing pupils with very clear guidance how work can be improved
- is read and acted upon by the pupil therefore time must be provided for them to act on the marking comments

Systems of Marking

- NOW will be used to phrase next steps
- WILF stickers and grids can be used to outline the success criteria for a particular task and to enable marking to be more precise.
- A detailed comment is not always necessary.
- If a piece of work has been discussed with a child, the pupil or teacher should record on their work that a discussion has taken place using VF (Verbal Feedback) with a prompt word or phrase (a maximum of 3 per piece of writing) eg VF - capital letters.
- The English marking key symbols should be used to highlight any common errors.

- Spelling corrections should be written out three times.
- The spelling of key words must be corrected.
- There should be evidence of rewards (house points) for recognition of pupils' progress or effort.

Marking symbols used consistently across the curriculum

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| Sp | spelling mistake written out 3 times (max of 3 words per piece of work) |
| C | error with capital letter |
| P | punctuation error |
| T | tense |
| // | new paragraph |
| ^ | missing word |
| I | independent work |
| G | group work |
| A | adult support given |

Monitoring

- Staff will bring a sample of exercise books to Department meetings at intervals throughout the year to share good practice.
- Regular scrutiny of pupils' work will take place each term to ensure that the standard of marking is consistent across the school.

Editing

- Editing is a key skill in literacy and allows every writer to improve their writing and develop their skills as a writer.
- Editing is not about redoing the same piece again, it is transforming a first version into an improved, better piece.
- Research shows that editing, when taught well and used consistently, will have a huge impact and rapidly improve progress in writing.
- At Ferndown Middle School we will enable pupils to develop range of writing skills, improve vocabulary, correct errors and enable pupils to become more independent learners. We will teach the skills that enable pupils to identify how to improve sentences, give feedback themselves and identify areas for improvement.
- Sufficient time must be given to editing in order to see progress.