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Marking and Feedback Policy

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

*‘... the impact of feedback is 124 times more cost effective than reducing class sizes’
Higgins / Sutton Trust Report*

Introduction

Marking is a written response to a child’s work. Feedback may either be written or verbal. Corrections should be constructively critical with an emphasis being placed on motivation and encouragement. The style of marking must take into account the age and development of the pupils and reflect the knowledge that the teacher has of the individual. Allowing for obvious differences between key stages, both in the quantity as well as type, all marking should be consistent in quality. Just as pupils can be motivated and inspired by a few well-chosen words, so too can they be demoralised and feel under-valued by a poorly marked or unmarked piece of work.

Quality marking and feedback include:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Marking and feedback contribute to the continuous assessment of pupils and should be used alongside the school-based tracker: Insight.

All teachers should be familiar with the requirements and guidelines of the Marking and Feedback Policy.

Aims

- to motivate and encourage pupils
- to gauge pupil achievement
- to monitor pupil progress
- to advise pupils on how to improve
- to inform pupils and parents
- to provide feedback on teaching and lesson planning
- to assess learning
- to comply with School policy
- to achieve a consistency throughout the school

Verbal feedback

Verbal feedback should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, VF will be recorded next to the child's work. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.


Written feedback, marking and assessment

All work produced by pupils should be inspected by the teacher and responded to in some way. Constructive marking should indicate specific areas in which the pupil has been successful whilst identifying errors and omissions and suggest improvements. Marking must promote high expectations and the development of high standards of spelling, punctuation, grammar, vocabulary and presentation. Comments should be written in a legible hand and in language the pupil can understand. Marking comments should relate specifically to the learning objective.






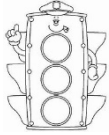
Focused marking using Steps to Success for (English and Maths only)

Steps to Success should be used in Forms 1-6 to inform the pupils of the lesson objectives as well as to scaffold marking for teachers.


Eg. English Form V & VI

Learning objective	To select and apply a suitable range of vocabulary for writing spooky stories	
Steps to success:		
	<ul style="list-style-type: none"> • Select suitable verbs, adjectives and adverbs • Apply use of spooky vocabulary to create expanded noun phrases 	
Assessment criteria	Key: Can write for different purposes (spooky stories) Key: Is able to develop setting effectively	

Eg English Forms I-IV

Learning objective 22.11.24	To retell the story of Grace Darling			
Steps to success:				
<ul style="list-style-type: none"> I can write in third person (she, he, they) 				
<ul style="list-style-type: none"> I can use place full stops and capital letters correctly. 				
<ul style="list-style-type: none"> I can use time connectives 				
<ul style="list-style-type: none"> I can use adjectives to describe a noun 				
<i>BONUS: I can proof-read my work using a purple power pencil.</i>				
<i>HISTORY: I can recall facts about Grace Darling and the RNLI</i>				
Checklist:	 Finger spaces	 Capital/lower case letters	 Punctuation	 Look carefully
Next Steps			How I feel about my work	

Eg. Maths

Learning objective	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
Steps to success:		
<ul style="list-style-type: none"> Place 5-digit numbers on a line Order and compare 5-digit numbers <i>BONUS:</i> Use written addition to add pairs of 5-digit numbers 		
Assessment criteria	I can read two five digit numbers and place them both on a number line to 1,000,000 Key: read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	



When marking, remember to:

- Apply the colour codes in the table below to the step to success;
- Highlight the main Learning Objective as either green, yellow or NE;
- Comment at the bottom of the work if appropriate. If any steps are either not highlighted or highlighted in yellow, use these as the basis for comments;
- Use a stamp for shorter pieces of writing or Maths activities to praise achievements;
- Do not correct all spellings, as this can be demotivating for the child. For younger pupils, high frequency words should be corrected. For older pupils, spellings suitable to their age and ability should be amended;
- Write a general comment, which relates to the learning objective, and one or two targets underneath longer pieces of writing;
- Encourage children to initial marking comments to show that they have read them.

Marking codes for all subjects

Steps to Success	
Green highlighting	I have fully achieved this objective
Yellow highlighting	I have nearly achieved this objective
Pink highlighting	This objective has not been achieved and is now a target
No highlighting NE (no evidence)	I have not yet achieved this objective
Annotations	
G (Guided)	I worked on this with my teacher
S (Supported)	My teacher helped me do this
I (Independent)	I did this work by myself
TA (Teaching Assistant)	I worked with a Teaching Assistant
VF (Verbal Feedback)	My teacher talked me about this to help me understand
peice (sp)	I made a spelling mistake (I will re-write the correct spelling 3 times)
Purple writing	I edited my work myself
NS	Next steps

*If work is not marked with a letter, assume it is Independent work



Self-Assessment

Children should be encouraged to assess their own work. Firstly, they should refer to the steps to success to ensure they have included everything asked of them. Secondly, they should up-level their written work using a purple pen. All self-assessment will be marked and moderated by the teacher after the lesson.

Peer assessment

At least once a half term, children will be given the opportunity to up-level and assess a peer's work. They should use a purple pen for this and must write their name underneath to show who made the adjustments.

Evaluating Written work

Examples of children's work can be examined in the plenary or at the start of a lesson. A list of criteria can be drawn up to focus children's work and direct your marking e.g. 'To write a good opening you need to....', 'In order to answer two step maths problems, you need to....' It is important that children revise their own work to improve accuracy and content.

Verbal feedback with children

This should take place regularly during lessons.

In addition, time should be set aside, perhaps in library time for English, once a half term, to revisit targets and spellings and next steps with the child.

Marking / learning spellings

Children's spellings should be written into a document at the front of their book. When they use that word in a piece of work, it should be underlined and starred so that the teacher can see that they have learnt. These can then be ticked off the sheet.

Targets

Children should have a document at the back of their book with their targets. When the children use their personal target in their work, they should put a star next to it for the teacher to check.

Additional Marking Guidelines

- All work should be marked promptly in time for the next lesson;
- Do not delay marking a piece of work as it loses its value to the pupil;
- Where possible, try to mark during the lesson by walking around the class – this is a useful teaching strategy, it highlights any difficulties with a lesson, it provides immediate feedback to the pupil, it allows a child to ask for help in privacy;
- All comments should be constructive, to the point and related to the requirements of the lesson;



- Comments must not be sarcastic;
- Children should be given the opportunity to assess their own work e.g. 'You have made two spelling mistakes in this line – see if you can find them';
- While subject teachers will focus on the accuracy of their subject content they should also correct common errors and those considered unacceptable for a particular age group;
- Mistakes should be identified with a dot and not a cross (x) which suggests the mistake is irrevocable. The dot can be changed into a tick when it has been corrected and rewarded accordingly. This encourages correction.

Marking children's work enables the teacher to assess the effectiveness or appropriateness of a lesson. If a child has made many errors and clearly not grasped the main ideas then perhaps it was too challenging for them. If, on the other hand, a child is consistently getting everything right and not making any errors then perhaps they are not being challenged enough.

Marking should be tailored to suit the individual. In both key stages, it is important to make the child feel that he or she was recognised by the teacher. A child who works hard to produce a small piece of work should be commended on their effort e.g. 'I'm pleased with this' just as 'very good work again' demonstrates an appreciation of the high achiever.

Monitoring

The Headmaster and Senior Leadership Team are responsible for monitoring the quality and consistency of marking. The Headmaster will regularly scrutinise the work of children chosen at random throughout the School. Feedback on the quality and consistency of marking will be given to staff.

Moderation

Moderation will take place at suitable intervals during the school year. This will be either be inter-year group or school-wide and will be carried out by the Senior Leadership Team.

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