



Whole School Marking and Feedback Policy and Procedures (Including EYFS)

Aim:

To raise the attainment of all pupils by motivation through praise, target-setting and a culture of directed self-improvement.

Effective learning is more likely to take place when marking and feedback:

- Is positive and constructive, enabling pupils to develop their self-confidence and help to raise self-esteem;
- Is diagnostic, allowing pupils to understand their strengths and to see how to improve and develop their future work;
- Provides pupils with specific targets for future work;
- Is used as part of a cycle for continuous self-improvement;
- Is both oral and written, as appropriate;
- Is regular and consistent in all subjects;
- Is regarded as a regular means of communication with pupils about their individual progress;
- Is easily understood by pupils;
- Provides pupils with opportunities to assess their own and others' work and give feedback to one another;
- Develops metacognitive skills and a growth mindset;
- Enables teachers to use the information gained together with other information to adjust teaching plans.

Marking pupils' work enables teachers to:

- Monitor pupils' progress;
- Diagnose what has and has not been understood so as to assist in future planning;
- Provide helpful feedback to pupils and parents so that:
 - achievements can be recognised so giving encouragement and building confidence;
 - needs can be identified, and targets set for the next step in learning (involving support as and when necessary);
- Motivate pupils;
- Use the information gained together with other information to adjust teaching plans.

Whole School Marking and Feedback Guidelines:

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment.

The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to feedback. For this reason, all Departmental/ Key Stage marking policies should ensure the following:

Praise:

All feedback should begin by giving recognition and praise of a pupil's strengths and successes in order to motivate them towards further progress. Wherever possible this should be specific to the learning outcomes, unambiguous and not vague.

Target:

Marking and feedback should provide pupils with specific targets for improvement. There should be a minimum of one target and a maximum of three.

Improvement:

Pupils are expected to act on their targets and opportunities to correct or improve their work should be built into the learning process during lessons and/or at home (e.g. Make a Difference/MAD time or similar in the Senior School and Next Steps in the Junior School).

Departmental marking and feedback policies should also give specific guidance on the following:

- Work should be collected in regularly and returned as quickly as practicable. Therefore, departmental policy should establish how frequently books should be marked in line with the whole school guidelines on assessment;
- Whether a standardised framework will be used across the Department/Key Stage. For example, 'next step' or 'what went well', 'even better if...' (WWW/EBI);
- If a grade or mark is included in part of the marking, pupils must clearly understand what that implies and how they can improve;
- Any abbreviations that will be used for consistency across the Department/Key Stage: where this is used, the table below (or appropriately modified/subject or Key Stage specific version) should be completed and stuck into pupils' books.

In addition to this, it is expected that all Departments/Key Stages mark consistently for literacy and use a departmental version of the abbreviations suggested in the table on pages 3 and 4, in line with the literacy demands of the subject and the section of the school/age of the children.

Home Learning:

In the event of a temporary school closure, Year Group 'bubble' rotation or individual home learning through self-isolation, as determined by health-related requirements (in such instances as in the recent Covid-19 lockdown), teachers will provide lessons, as per the existing School Timetable, through Microsoft Teams OneNote facility and pupils will be expected to log in and complete their lessons at the designated time. Teacher resources and class work will be shared via OneNote. Pupils' work can be uploaded, and feedback provided as per the School's **'Whole School Marking and Feedback Policy and Procedures (including EYFS)'** and any related assessment protocols.

EYFS:

Within the EYFS on-going observations take place, next steps are highlighted through observations and, where appropriate, given verbally to the children. These are then used to inform planning. Written comments highlighting positive feedback and next steps will be given on any work produced through adult-led activities in the Reception year.

Junior School Marking Guidelines:

<u>Mathematics</u>	<u>General Marking Principles</u>
<p>Use a ✓ for correct answers Use a ? for a query Use a . for an incorrect answer</p>	<p>Teachers should mark in green. Teaching assistants should mark in blue.</p> <p>Ensure every piece of work has a clear and concise WALT that links to the lesson being taught.</p> <p>WILFs should be included on all pieces of Mathematics and English work.</p> <p>The WILFs should be highlighted in relation to the pupil's outcomes for the lesson. This should be done in green highlighter.</p> <p>Children to complete a traffic light colour against the WALT to self assess.</p> <p>Comments are required on longer pieces of writing and should include next step which the children should respond to in pink pen. This should happen at least once a week in Maths & English.</p> <p>Use VF to indicate that verbal feedback has been given. Use NS to indicate next steps for pupils.</p>
<p><u>Writing, Spelling and Grammar</u></p>	
<p>Use highlighting to mark against the success criteria in a piece of extended writing or to mark against the WILF</p> <p>Following the boxing up/planning stage for the Hot task, build in a feedback element to the lesson to allow for verbal feedback and opportunities for children to review feedback and up-level their work in pink pen.</p> <p>Ensure a pink pen lesson is included for the editing of the draft stage.</p> <p>Incorrect and high frequency spellings and grammar should be highlighted in pink across all curriculum areas.</p> <p>Give children the opportunity to look the word up in a dictionary or give them the correct spelling.</p>	

Senior School Marking Guidelines:

This table should be altered as necessary and stuck in pupils' books:

Symbol	What this means...	What do I do..?
SP	This indicates a word is spelt incorrectly on that line and a correct spelling is provided.	Look it up in a dictionary or textbook and correct your spelling.
P	Indicates punctuation is missing or a mistake has been made.	Find and enter the correct punctuation.
^	Missing word or letter.	Put in the word or letter above.
C	Indicates missing or incorrect use of a capital letter.	Find and enter/remove capital letter.
NP	Indicates a new paragraph is needed.	Remember to plan and structure your paragraphs on your next piece of work.
↓ (directional)	Indicates the need to link/join two paragraphs into one.	Remember to plan and structure your paragraphs on your next piece of work.
V	The pupil has used an incorrect word or could have used a different word. (Vocabulary)	Check the meaning of the word you have used and replace with the correct word. Use a dictionary, textbook or ask a peer or teacher for suggestions.
GR	The pupil has made grammatical mistakes, such as 'I done it' which is incorrect.	Check the sentence for grammatical errors and to ensure it 'reads' correctly.
Exp	Could this be written more clearly or fluently to 'read' in a better way.	Check the sentence for clarity and fluency.
	Subject Specific Abbreviations	
	<i>Remove this section or enter subject specific abbreviations below.</i>	

Marking for Literacy:

Marking for literacy should be specific and targeted and related to the age and developmental stage of the child. It is also important to focus attention on those literacy skills most relevant to the meaning and purpose of the task when marking for literacy. Key high frequency spellings and grammar must be marked across all curriculum areas in the Junior and Senior Schools.

The Junior School Marking and Feedback Policies should reflect the **'Whole School Marking and Feedback Policy and Procedures'**.

The Senior School Departmental Marking and Feedback Policies should reflect the needs of the individual subject and complement the School's overall policy.

A numerical or grading system may be used, but it is important that marking is consistent across each department. Marking should also reflect the similarities of subjects in the same Faculty.

Junior School:

Key high frequency spellings and grammar must be marked in writing across all curriculum areas. This should be highlighted in pink and review as appropriate to the ability of the pupil (e.g. HAP may look up in the dictionary, LAP may be given the correct spelling).

It is the responsibility of the Senior School Head of Department:

- To ensure that the Department has an effective marking policy which is fully understood by members of the Department and that the policy is reviewed on an annual basis;
- To ensure that the Department's policy fits with the **'Whole School Policy for Assessment, Recording and Reporting'** and the **'Whole School Marking and Feedback Policy and Procedures'** and thus forms part of these policies;
- To ensure the implementation of the Department's marking policy and to ensure that marking is regular and formative;
- To establish a centralised system of recording and preserving marks and assessment grades awarded by the individual teachers within the Department in the Senior School;
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades or levels are recorded and communicated to pupils. This should be planned for as part of the School's Quality Assurance System.

It is the responsibility of the Junior Leadership Team:

- To ensure that the Junior School has an effective Marking Policy which is fully understood by members of the Department/Key Stage and that the policy is reviewed on a regular, perhaps annual basis;
- To ensure that the Junior School's policy fits with the **'Whole School Policy for Assessment, Recording and Reporting'** and the **'Whole School Marking and Feedback Policy and Procedures'** and thus forms part of these policies;
- To ensure the implementation of the Junior School's Marking Policy and to ensure that marking is regular and formative;
- To establish a centralised system of recording and preserving marks and assessment levels awarded by the individual teachers within the Junior School;
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades or marks are recorded and communicated to pupils. This should be planned for as part of the School's Quality Assurance System.

It is the responsibility of all classroom teachers:

- To ensure that all work is marked regularly according to the Department's marking policy;
- To ensure that pupils act on feedback by improving their work, self-correcting literacy mistakes and subject-specific vocabulary;
- To keep a record of marks/grades achieved in accordance with the agreed procedures within the Department/Key Stage;
- To explain the marking and assessment grading system to the pupils;
- To ensure that a mixture of teacher assessment, peer assessment and self-assessment is used to enhance pupils' understanding of the assessment criteria and help them to understand how to improve;
- To use consistently green pen (teacher marking), blue pen (teaching assistant marking), purple/pink (Senior/Junior self/peer marking)
- To ensure that assessment information informs further curriculum planning.

Reviewed: October 2019: Headmaster and Assistant Heads (Academic and Junior School)

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