



## WHOLE-SCHOOL MARKING AND FEEDBACK POLICY

<b>Person(s) responsible for this policy</b>		Deputy Head Academic, Assistant Head T&L, Deputy Head Prep	
<b>Last review by</b>	DH-A, AH T&L Helen Loach (Prep)	<b>Review date</b>	August 2024 July 2023 (Prep)
<b>Date of next review</b>		September 2025	

### Overview:

Streatham & Clapham High School recognises that feedback to pupils of their progress and attainment through marking is an essential element of the teaching and learning process. Marking is most effective if it is focused and frequent. At SCHS it takes place at least **twice** per **half term**. Work must be returned to pupils quickly if they are to benefit, ideally within a two-week timeframe, examination and examination-type marking excepted.

Teachers should exercise judgment when marking to ensure that guidance and encouragement is appropriate to the pupil's needs. There must be time built into lessons for pupils to reflect upon marking and respond to it. Pupils must be taught the skills to respond appropriately because their reflection on their own progress and attainment plays an equal role too. Effective marking and feedback will raise standards by:

- Being part of whole school monitoring, report-reading, and target-setting
- Indicating progress across a curriculum level or year group
- Relating to the learning outcomes given to pupils in a lesson or over a unit of work
- Clearly and constructively guiding pupils; being consistently applied and followed up on
- Pointing, in a balanced way, to strengths as well as weaknesses to build a pupil's confidence
- Enabling pupils to develop skills of self-assessment

### Definition

Marking & feedback can include:

- Grades/Numerical scores (summative assessment)
- Written (formative) comments
- Oral Feedback
  - Asking pupils to explain work and commenting on their explanation
  - Talking through common achievements, errors, and ways to improve
- "Light touch" marking and marking, as appropriate, for literacy and numeracy
- Discussing work in progress with pupils
- Peer review and self-assessment.
- Whole-class feedback

## Purpose

The focus of written feedback is on helping pupils gain a clear understanding of how well they have acquired knowledge, understood concepts, and developed skills, whilst explaining what needs to be done next. For comments to be beneficial, pupils should understand:

- What the purpose of the task was
- The extent to which they achieved it
- How to move closer towards a greater understanding of the learning objective

Feedback may be:

- Task-focused e.g. telling pupils during an ordering task in Mathematics that two items are the wrong way around, and they should revisit the order and try again.
- Subject-focused e.g. explaining the need for more quotations to be used during practice of GCSE English questions.
- Self-regulation focused feedback e.g. prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance being asking them to use the feedback when practising.

## Guidance

Teachers should exercise judgment when marking to ensure that guidance and encouragement is appropriate to the pupil's needs. Feedback is most effective when the pupil has the time, opportunity and support to respond to it. Ensuring pupils do something with the feedback, whether through editing or redrafting work, finding and correcting errors, discussing the feedback as a class, or other activities, will help to close the 'feedback loop' (EEF)

In many subjects, pupils are encouraged to keep a progress log to monitor the feedback that they are given so that they can see trends and understand where and how to improve.

Effective feedback will raise standards by:

- Enabling students to make progress because they understand where they are in their learning, where they want to get to, and how to close that gap.
- Being part of whole school monitoring, report-reading, and target-setting
- Indicating progress across a curriculum level or year group
- Relating to the learning outcomes given to pupils in a lesson or over a unit of work
- Clearly and constructively guiding pupils; being consistently applied and followed up on
- Pointing, in a balanced way, to strengths as well as weaknesses to build a pupil's confidence
- Enabling pupils to develop skills of self-assessment and peer-assessment

The learning objectives for a lesson and expectations of lesson outcomes should be clearly expressed to all the pupils in the class and may be differentiated for groups or individuals. Before starting a task, pupils may find it helpful to see what a finished piece of work looks like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Feedback should usually be given as part of the lesson and assessed written work should be marked as soon as possible after completion. Where possible, in the Prep School, especially in the Foundation stage, work should be corrected in front of the pupil.

The type and extent of marking and feedback should be appropriate to the nature of the task and the age and ability of the pupil. Oral feedback should be given in a way to maintain the dignity and self-esteem of pupils. Not all work can or should be marked in detail. Within each unit of work departments will identify a finite number of key pieces of work for in-depth marking.

Light touch marking should be embedded in classroom practice to develop the skills of peer review and self-assessment, which stand alongside whole-class and teacher-led marking. Light-touch marking, peer review and self-assessment are developmental in nature, to encourage reflection on attainment and the 'next steps' towards progress.

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. (EEF)

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). (EEF)

The learning objectives for a lesson and expectations of lesson outcomes should be clearly expressed to all the pupils in the class. Adaptive Teaching ensures that micro-adaptions take place, as well as more significant reasonable adjustments e.g. for students with a SEND and aim to support students in achieving the learning outcomes.

Models are an important part of feedback in showing what an excellent answer/assignment looks like. Dialogue with the students about the excellent features of the work is helpful in aiding them to produce their own excellent work.

Where possible, in the Prep School, especially in the Foundation stage, work should be corrected in front of the pupil.

The type and extent of feedback should be appropriate to the nature of the task and the age and ability of the pupil. Verbal feedback should be given in a way to maintain the dignity and self-esteem of pupils. Feedback should be personalised and not personal.

Peer-assessment is done best when the students are trained in giving positive, constructive feedback to their peers. Using models generated by AI is often a good way to begin peer-assessment before students work on the work of their peers.

Self-assessment is straightforward for marking factual work but will require training for more extended work.

The workload of the teacher is to be considered in determining the type of feedback. Live marking, coded marking, 'thinking like the teacher' (where pupils correct mistakes before handing work in) and verbal feedback delivered during the lesson are all approaches which can keep feedback meaningful, manageable and motivating,

## **Grading**

Grades/scores & comments should be used to inform a teacher's judgements concerning a pupil's progress. They should contribute to the grades awarded on a pupil's report. Though grades are not always necessary, it is important for teachers, parents, and pupils to know how well the learning is going and what still needs to be done. *The information is of a confidential nature and a pupil should not be asked to read out their grade in front of their peers, nor should the teacher read out to a class the scores achieved.*

Performance each half term in each subject is recorded on SIMS and is published to pupils and parents as part of key-stage appropriate reports.

- At Key Stage 3, reports that include current attainment data are published twice a year, reports containing written comments on progress and improvement targets twice each year and reports on appropriate effort three times each year. At Key Stage 3 departments may use internally generated mark-schemes.
- At Key Stages 4 and 5, reports that include Fine Predicted Grades are published regularly (Year 10 – three times, Year 11 – four times, Year 12 – three times and Year 13 – five times. At I/GCSE

and A-Level public examination grades will be awarded more regularly and on all department assessments. As well as Fine Predicted grades.

Written comments on progress and improvement targets will be published once in Year 10, twice in Year 11, three times in Year 12 and once in Year 13.

- At the Prep School targets are set for pupils in key areas such as reading, writing and maths.
  - The Foundation stage sets targets around the EYFS learning goals.
  - At KS1 targets are recorded on the reading record and on a personal target card.
  - At KS2 pupils have targets in their subject books. The class or subject teacher ensures that these targets are reinforced during lessons, that they are regularly assessed, and that they are updated when appropriate. This responsibility is shared with pupils as they progress through the school.

Departments will retain information on end of unit assessments. This data is recorded in shared areas on the network and on SIMS. In the Prep School evaluative comments, which are used to inform future teaching, may be kept in the class planning folder.

### **Marking Procedures**

Individual departments provide more detailed guidance on the marking of pupil work. Where their marking policies differ from the whole school guidance, these variations will have been agreed with the Deputy Head Academic in the Senior School and the Prep Head in the Prep School.

Heads of Department in the Senior School should ensure that the impact of the departmental marking policy is monitored by conducting regular book reviews; planning for the moderation of key assessment activities to ensure consistency; and ensuring that marking motivates pupils and has a positive impact on self-esteem, by providing regular opportunities for pupils to celebrate, engage with, reflect on, and improve their marked work.

### **Senior School Individual Department Marking Policies**

At the Senior School each department has its own individual marking policy which sits below the whole school policy. These policies outline the specific detail of what is marked and assessed and whether this is in books or in electronic form.

### **Role of Senior Leadership Team**

The SLT should monitor and evaluate the implementation of the Whole School Marking Policy and provide feedback on how marking across the school can be further developed.

## **Appendix 1 PREP SCHOOL MARKING PROCEDURES**

### **Aims**

- To provide helpful feedback to individual children
- To aid on-going assessment of pupil's progress linked to learning objectives

- To help with future planning

### **Who does the marking?**

- If the nature of the work is relatively mechanistic the children may mark their own work.
- Another child may be involved in the marking when the criterion is fully understood.
- The teacher should undertake the majority of the marking, especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next.
- The teacher is responsible for overseeing all marking that takes place within the class, although when appropriate the Teaching Assistant may support the marking process. (It is the responsibility of a supply teacher to mark any completed work and initial it.)

### **Marking at a distance**

Marking should be carried out where practicable with the child present and comments made should be recorded on the child's work, if needed for future reference. However, if this is not possible, a comment should be made for the child to know how they have coped with the learning objective for that piece of work.

### **RAR**

When appropriate, comments should be written on the children's work and time given for them to respond (RAR – Read and Respond). Weekly slots are part of the Prep timetable.

### **RAR targets should:**

- Relate to the planned learning objective
- Be legible and clear in meaning
- Recognise children's achievement
- Indicate the next steps in the children's learning

(RAR marking should take place at least once a week for each child.)

### **Other Adults**

Work will be marked with TA to help identify support given by the Teaching Assistant. If detailed verbal feedback has been given, this should be indicated with a V, rather than rewriting comments.

### **Correcting Spelling**

If an activity did not have an objective linked to spelling, only key words that are important for the child to note and learn should be underlined. This may be in the form of writing 'sp' by the underlined word, or simply underlining the word in the Lower School. In the context of other subjects, it may be deemed important for the child to learn words linked with particular themes (such as scientific terminology), as well as key words that they should know in their writing.

### **Effective marking will:**

- Provide clear feedback to children about strengths and areas for development in their work
- Recognise, encourage and reward children's effort and progress
- Focus teachers on those areas of learning where groups and individual children need specific help
  - Provide a record of children's progress
- Help parents understand strengths and weaknesses in children's work

### **Frequency of marking**

Marking feedback will not always be detailed for every piece of work for every child. It may be that a focus group will receive detailed verbal or written feedback and other children less detail. However, it should be noted that this must be equitable for all children during a unit of work so that they understand how well

they have done in relation to the learning intention/objective and what they need to do to improve or move on effectively. All work should be acknowledged by the teacher.

Teachers are encouraged to mark in more detail when work is a key concept being taught, to maximise learning potential. An example of this would be an assessed piece of writing where the teacher would comment on key areas that are essential to improve the writing, as well as the strengths of the work, i.e., two stars and a wish. An average of every third piece of work should be marked in detail.

### Marking code

TA	Completed with TA help
V	Verbal feedback given
Sp. (word underlined)	Spelling correction required
/	Start a new line
//	Start a new paragraph
GW	Group work
D	Discussion work
O (circled letter)	Capital letter required
1-1	One-to-one with teacher
I	Independent work
S	Support work
SS	Some support
??	Does not make sense
T (steps)	Target/Next step

### Evaluating work

Children need to evaluate their own work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to show understanding and can vary according to the age of the child (however there should be a consistent approach adopted by each Phase).

Teachers may use 'Two Stars and a Wish' to help move children's learning forward (these should refer to the success criteria).

The traffic light system of green, amber or red to indicate the appropriate level of understanding is a useful method of evaluation:

- Green      I understood the learning objective
- Amber     I need more practice
- Red        I don't fully understand the learning objective

### Marking Colour

Children in the Lower School write in pencil, before moving onto blue pen in the Upper School. Teachers mark in red pen and pupils respond in the colour green.

Two-colour marking should also be used when marking in greater detail. Pink highlighting indicates successful endeavours 'tickled pink' and blue indicates areas for 'growth'.

### Younger Pupils

For younger children, a simple feedback solution is the 'Give me 5' visual feedback, whereby the children hold up 1, 3 or 5 fingers to show level of understanding or teachers might use 'thumbs up'. Older children may also write analyses of their learning, commenting on strengths and areas for further development. This may be particularly important if they are looking at how to improve work in relation to better performance using (for example) levelled criteria.

## **Response Time**

Children also need the time to reflect on the comments given. This could be during registration time or an allocated time during the week, such as the first few minutes of a lesson. During this time, children could focus on developing the learning objective, correct spelling mistakes, and include/change describing words. The teacher will also have the opportunity to discuss work with individuals, explain objectives and give support, where needed, during the reflection time.

Peer group assessment is also a valuable evaluation approach, using clear success criteria.

## **Marking for children with Special Educational Needs**

- All class teachers have information regarding children with a special need or learning difficulty; this information is disseminated by the class teacher to other relevant staff
- Pupils who are either dyslexic or have a spelling weakness will only have spellings corrected that are well within their capability
- All staff mark work considering the needs of the individual
- If significant support has been given to a pupil, this will be indicated at the bottom of the piece of work with 'S' or 'TA'

## **Monitoring and evaluating of marking**

The SLT, phase leaders and subject leaders will monitor books regularly. A selection of books will be chosen from each class to observe marking against the set marking checklist. (Located in staff files).