



STREATHAM & CLAPHAM HIGH SCHOOL

WHOLE-SCHOOL MARKING AND FEEDBACK POLICY

Person(s) responsible for this policy		Academic Director, Deputy Head Prep	
Last review by	Helen Loach (Prep) Mark Weatherhead	Review date	September 2022
Date of next review		September 2023	

Aims

Streatham & Clapham High School recognises that feedback to pupils of their progress and attainment is an essential element of the teaching and learning process. Also important is pupils' assessment of their own progress and attainment.

Effective marking and feedback, in whatever form, will raise standards through:

- Being directly related to the learning outcomes given to pupils at the beginning of teaching sessions
- Being directly related to schemes of work
- Being clear and constructive in its guidance to individual pupils; being consistently applied and followed up
- Being balanced in pointing to strengths as well as weaknesses; Being a way of comparing present with past work, and so celebrate progress made
- Being a way of building pupil's confidence
- Being a part of the assessment process and so informing teachers' short-term planning
- Being part of whole school monitoring and target-setting
- Enabling pupils to develop skills of self-assessment.

Definition

Marking & feedback could include:

- Written (formative) comments
- Oral Feedback
- "Light touch" marking
- Grades/Numerical scores
- Asking pupils to explain work and commenting on their explanation
- Discussing work in progress with pupils
- Talking the whole class through common achievements, errors and ways to improve
- Peer assessment
- Self-assessment

Overview

Marking is most effective if it is frequent and regular. Work should be returned to pupils quickly if they are to benefit from feedback, exam and exam-type marking excepted. As a guide, the younger the pupil, the

sooner feedback is required. This is particularly important in the Prep School and therefore verbal feedback is often given – this will be acknowledged with stamps by teachers.

Teachers should exercise professional judgment when marking an individual pupil's work so that there are the required elements of guidance and encouragement appropriate to their needs. There must be time built in to teaching for pupils to reflect upon marking and respond to it, and they must be taught the skills to respond appropriately to any feedback.

Guidance

The learning objectives for the lesson should be shared with pupils and expectations of lesson outcomes should be clearly expressed to all the pupils in the class (these expectations may be differentiated for groups or individuals). Feedback should usually be given as part of the lesson and written work should be corrected 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. Stamps will be used to acknowledge when this has happened (verbal feedback/ work completed alongside teacher/TA etc).

The type and extent of the 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 more in depth, quality marking. These pieces of work will focus on the assessment of progress in relation to specific learning objectives or if required curricular targets.

To support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. On occasions, it will be appropriate for pupils to be involved in marking their own and others' work. This should be in the context of helping them to recognize their own strengths and weaknesses and supporting each other through peer assessment.

Light touch marking will develop the skills of peer and self-assessment and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of ticks, simple marks (10/10), stickers, initials, and brief attainment-based comments.

Purpose

The focus of written feedback is on helping pupils gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. Written feedback should be predominantly encouraging and constructive and phrased as questions/prompts. For comments to be beneficial for pupils they should:

- Understand the purpose of the task
- How far they have achieved this
- How to move closer towards a greater understanding of the learning objective

Before starting a task, pupils may find it helpful to see what a finished piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Grading

Grades/scores & comments should be used to inform teacher's judgements concerning a pupil's progress and

to inform teacher records and reports. *The information is of a confidential nature and a pupil should not be asked to read out their grade or total in front of their peers, nor should the teacher read out to a class the grades and scores achieved.*

Grades are not always necessary. They can for example be meaningless given the age of the pupil, size/nature of the task, and distract from comments made. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know how well the learning is going and what still need to be done. Performance each half term in each subject is recorded on sims and published to pupils and parents as part of the Effort and Progress Report. Departments may mark assessed pieces of work in U3-U4 using the SCHS grading scale. At I/GCSE and A-Level public examination grades will be awarded more regularly and on all department assessment.

In the Prep School targets are set for pupils in key areas such as reading, writing and maths. These are shared at the start of each new unit for work for maths and English and reviewed on an ongoing basis. The Foundation stage has targets due around the EYFS learning goals. It is the teacher's responsibility to ensure that these targets are reinforced during lessons, regularly assessed and that they are kept up to date, although this responsibility is shared with pupils as they progress through the school.

Any grades/levels awarded should be easily understood by pupils/parents and, where appropriate in line with examination board or other criteria. Departments will retain centrally, grades/scores awarded to key pieces of work and end of unit assessments. This data is recorded in shared areas on the network and more routinely on sims. In the Prep School evaluative comments, which are used to inform future teaching, may be kept in the class planning folder.

Results should be reviewed in order to highlight pupils progressing below, in line or above expectation. Consideration should then be given to the reasons for these variations. Teachers should formally recognise pupil success and share related good classroom practice, as well as support underachievers and address areas of concern.

Written work

Whilst some marking guidance is specific to particular departments there are some areas which transcend subject boundaries. We recognise that in this school to communicate effectively written work should be:

- Legible
- Use Standard English (unless not appropriate to the subject or task)
- Use British spelling

Further guidance is available in the Literacy and Communication policy in the Prep School and English policy in the Senior School.

Standard English

Whilst we recognise that there are variations in the spoken English used within school, we feel that it is important that within an academic context pupil use standard English in their written work appropriate to their age and understanding. There may be subjects where pupils will not be writing in English and there may be tasks where Standard English is not appropriate. However, teachers should take note of pupils who are having difficulties in using standard grammatical conventions and refer to form tutors, or the Head of Learning Support.

Spelling

In marking pupils' work it is not the intention to correct every single spelling error. As pupils develop there is an increasing expectation that words already taught will be used correctly in all writing. By Upper 3 it is expected that girls will have a range of spelling strategies that they will use when communicating in writing. In the Prep School pupils are encouraged to try to spell as much of a word as they can and when checking work for spelling to underline a word if they think it is incorrect. Commonly misspelt 'high frequency' words are identified and corrected in line with the marking policy. No more than 3 words are picked up in any one piece of work. In the Senior School dictionaries are available and spell check facility on computers is encouraged.

It is important that words that pupils use regularly in their writing are corrected, however, staff will use their judgement as to what is expected in each subject and for each particular pupil.

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 Academic Director in the Senior School and the Prep Head in the Prep School.

Heads of Department in the Senior School should ensure the impact of the departmental marking policy is monitored by conducting regular book reviews - at the Prep school, book reviews are carried out on a rotating weekly cycle (commencing Autumn 2021); plan moderation of key assessment activities to ensure consistency and that marking motivates pupils and has a positive impact on self-esteem. Pupils should also be made aware of the department marking policy and any additional marking procedures for specific tasks.

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). 2 stars and a wish is adopted in many areas of the school – girls are actively encouraged (and given time) to respond to comments).

These 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. Stamps are used by staff to symbolise what feedback has been given.

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 BUT will take place for every piece of work. 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 the course of 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, in order 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 (to be reviewed by Prep ALT to ensure continuity across subject areas).

These may include (and are often stamped):

TA	Completed with TA help
V	Verbal feedback given
Sp. (word underlined)	Spelling correction needed
/	Start a new line
//	Start a new paragraph
GW	Group work
D	Discussion work
O (Circled letter)	Capital letter needed
1-1	One-to-one with teacher
I	Independent work
S	Support work
SS	Some support
??	Doesn't 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 (girls self evaluate their work using traffic lights and staff respond with traffic lights in line with objectives achieved) - this is used daily in maths:

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 once they receive their pen licence. 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 have the opportunity to 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 with regard to 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 scrutiny checklist (see TEAMS folder Assessment and monitoring/ Scrutiny expectations).