



Ranelagh School

Marking and Feedback Policy

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Introduction

At Ranelagh School we are committed to ensuring that all students develop the qualities of the Student Learner Profile. Students should be adequately equipped with the necessary skills to become resilient, confident, independent learners, who take pride in the quality of the work they produce, both in the classroom and for homework. We are committed to providing students with regular, effective feedback, both oral and written, which will enable them to make effective progress towards achieving their targets and developing these essential skills.

Rationale

Research evidence suggests that detailed or extensive marking of students' work does not, in itself, have a significant impact on learning. In order to effectively promote understanding and progress, marking and feedback must actively engage learners. The EEF (Education Endowment Foundation) recommends that in order to be effective there should be a balance of the following four forms of feedback: written teacher feedback, oral teacher feedback, peer assessment and self-assessment. It is important that marking and feedback is manageable for teachers. It should inform future planning, giving them a clear understanding of how students are progressing and enabling them to identify any misunderstanding.

Aims

The aim of this policy is to establish a consistent approach to key aspects of marking and feedback. Teachers should aim to promote a learning environment in which it is 'safe to fail' and in which students are able to learn from mistakes. They should emphasise the importance of reflective and critical thinking, in order to develop learners' independence, confidence and resilience.

In order to achieve a consistent approach, teachers will ensure that students:

- take responsibility for the quality of the work they produce both in class and for homework
- take responsibility for correcting their own spelling and grammar
- take pride in the presentation of their work
- think hard about their learning and respond appropriately to marking, targets, requests and/or questions, thereby taking shared responsibility for their progress

In order to ensure that it is highly effective, teachers will use marking and feedback to:

- give clear feedback to students about how they can improve their work and enable them to act independently on the advice given
- develop students' understanding of success criteria, by providing opportunities for both peer and self-assessment
- motivate students, set high standards and reward effort, eg awarding merits for exceptional outcomes
- support students to develop their numeracy and literacy skills
- inform parents/carers about a student's success and priorities for improvement

Policy into practice

Written and oral feedback should be underpinned by high expectations. Where possible, it should be positive and encouraging. Practice should be consistent with each curriculum area and aligned with whole-school policy. Marking and feedback on assessed work should be provided promptly and should be relevant to the individual student. Where appropriate, students should be given opportunities to assess their own and each other's work. Any target for improvement identified by a teacher should focus on how a student might further develop their work in order to make progress. Having received feedback, students should then be given time to query any misconceptions and respond to marking, either orally, through written comments or by taking the opportunity to improve their work.

When marking or providing feedback on students' work teachers should:

- use the marking symbols shown in **Appendix 1**
- focus on progress in relation to specific learning objectives and/or criteria for success of the work being marked
- identify what a student has done exceptionally well and award academic and RSLP Merits where appropriate, but particularly for exceptional individual effort
- focus on general presentation and handwriting, encouraging students to take pride in their work
- avoid correcting every error; focus upon task specific skills/vocabulary etc
- highlight factual mistakes, misconceptions and inaccuracies using the relevant marking symbol
- highlight lack of effort, skimmed or incomplete work, using a yellow highlighter
- identify literacy issues, including spelling and grammar errors, which students will correct independently
- record an effort grade for homework tasks in mark books based on the screening codes (E, G, S, U)
- where appropriate, provide a specific target for improvement/progress

Expectations

1 Presentation of Work **Pr**

Students are expected to present their work well and to take pride in their outcomes. The expectations specified in **Appendix 2** should be enforced by all teachers. When presentation does not meet these standards, marking should reflect the areas of concern and, where appropriate, students should complete the work again.

2 Marking Spelling and grammar **Sp & Gr**

When marking written tasks, staff need to identify any spelling or grammatical errors with 'Sp' or 'Gr' in the margin. Most students should be responsible for correcting the spelling and/or grammatical errors themselves, either in the margin or above/below the misspelt word/grammatical error.

For poor spellers and/or students with specific literacy difficulties teachers can write the correct answer in the margin or below the work for the student to copy.

Poor spellers and/or students with specific literacy difficulties may often produce work that has a high number of errors. In this case, a greater focus on the key terminology in your area might be more appropriate, typically four to six words that students will find manageable or five per page.

3 Tick(s) ✓ or ✓✓

A single tick in the margin will acknowledge that a piece of work or an idea is 'good'.

A double tick in the margin will acknowledge that a piece of work or a concept is 'excellent'.

4 Feedback and Targets

Summative and Formative Feedback

It is not always necessary or appropriate to grade or comment on every piece of work that a student produces. Research has shown that the use of grades and marks generally act as a distraction from the comment. However, it is still important for teachers, parents/carers and students to know periodically how well learning is progressing and what still needs to be done. Curriculum Leaders are best placed to decide on how this is carried out and the frequency that is most appropriate in each subject area.

Formative assessments are an opportunity to form a dialogue between the teacher and student about learning and help students understand what they have achieved. They enable staff to plan for future teaching and also inform parents/carers about a student's success and what they need to do to improve.

When marking formative assessments / work, it is important to provide students with clear, manageable and specific targets based on feedback that enables them to understand any misconceptions and overcome similar difficulties in any future task of a similar nature.

How feedback is provided to students should be determined by individual departments and can be in written or oral format. If oral feedback is given, it might be worth capturing the conversation in note form; this can be a student's responsibility and later checked by the class teacher.

5 Satisfactory and/or unsatisfactory effort

All work that does not meet expectations for an individual student and **any** incomplete or skimped work should be highlighted in yellow by the teacher. The student is then expected to re-do the work. A yellow HW sticker in the student's planner/diary can be used to highlight a homework issue in these cases. For students who repeatedly fail to respond to marking symbols and/or requests to redo/redraft work, teachers should follow the "consequences" flow diagram in **Appendix 3**.

6 Star (*) inserted by a student

If a student is unsure of how to correct/improve their work following feedback, they should mark this with an asterisk and request clarification and/or support from their class teacher so that they are then able to act on the marking/feedback independently.

Monitoring the impact of this policy

The quality of marking and feedback will be monitored via work scrutiny, learning walks, department reviews and lesson observations.

Work Scrutiny

Curriculum Leaders should have an overview of the quality of marking and feedback of their curriculum area. However, each member of the department is responsible for the quality of assessment, marking and feedback. As part of their work in ensuring high quality provision, a termly 'Work Scrutiny' is carried out. Departments will assess evidence of:

- appropriate stretch and challenge for all groups of students
- pride shown in the work of all groups of students
- quality and consistency of marking for all groups of students
- support provided for all groups of students
- quality of student responses

Termly summaries are given to the Assistant Headteacher with oversight for Teaching and Learning; these are then shared and discussed with SLT. All work scrutiny documentation is available in both the *General* and *Admin* shared areas – *Teaching & Learning* of the school computer network.

Appendix 1

Marking Symbols

The use of the following marking and assessment symbols is important in order to promote consistency for students, teachers and parents. These should be displayed in all classrooms

Marking that is completed by teachers should be distinct from peer and/or self-assessed work; this will ensure that it can be easily identified during work scrutiny.

Marking Symbol	Definition
Pr	Presentation ¹
Sp in the margin with a <u>straight line</u> under the word	Spelling mistake ²
Gr in the margin with a <u>squiggly line</u> under the error	Grammatical error ²
P in the margin	Punctuation
? in the margin	Unclear meaning
RTQ by the incorrect question/answer	Read the question
∧ where there is something missing	Something missing
// in the margin	Missing paragraph
✓	Good work/point ³
✓✓	Very good work/point ³
M	Merit awarded
Ⓜ circled	Target ⁴
Yellow box / yellow highlight	Re-do work ⁵
* inserted by student	Student is unclear ⁶

Effort Code for HW	Definition
E	Excellent effort
G	Good effort
S	Satisfactory effort ⁵
U	Unsatisfactory effort ⁵



How to Present Your Work

Always label Classwork or Homework in the margin

The date should be in the top right-hand corner

Titles should be under-lined with a ruler

Use blue or black ink for writing and pencil for diagrams,
tables and graphs

Put numbers or letters for exercises in the margin

Strike through any mistake with a single line

No unnecessary marks or graffiti

Always take pride in what you do

Consequences

If a student fails to respond to requests to improve/correct their work, subject teachers should follow the procedure below:

