



Chiltern Way Academy

Turning Futures Around

Marking and Feedback Policy

Responsibility for this policy (job title): Deputy Headteacher

Governors' committee with responsibility for its review: Curriculum

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Feedback Policy

Feedback is taken to mean the day to day dialogue about pupils' work, which may be done in discussion with pupils, written on work, or appended on separate assessment sheets.

Through relevant and timely feedback to students, both verbally and in writing, we aim to:

- Create a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process.
- Encourage pupils to become independent learners through their ability to identify strengths and weaknesses and set targets for themselves.
- Value pupils' learning, diagnose areas for development or next steps, and evaluate how well the learning task has been understood.
- Provide consistency and continuity in marking throughout the school so that students have a clear understanding of teacher expectations
- Use the marking system as a tool for formative on-going assessment
- Improve standards by encouraging students to give of their best and improve on their last piece of work
- Develop student's self-esteem through praise and valuing their achievements

Principles of good marking or annotation of student's work should:

- Be positive, motivating and constructive.
- Be at the student's level of comprehension
- Not penalise student's attempts to expand their vocabulary
- Be written in handwriting that is legible, ensuring that the sentences are punctuated correctly with capital letters and full stops.
- Be frequent and regular
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Positively affect the student's progress
- Contain comments from the teacher which are particularly focused and diagnostic, revealing very good subject knowledge
- Relate to literacy targets in all written pieces particularly those linked to basic skills
- Ensure students can actively demonstrate understanding of targets/next steps
- Be consistent in all areas, throughout the school

Marking Codes and Symbols

Marking is done through using highlighters for Pink for Praise and Green for Growth.

Pink for Praise: Students have met or exceeded the learning objective. The teacher is really pleased with this part of the work.

'Pink for Praise' could be used to:

- show on their work where they have met or exceeded expectations.
- indicate areas of strengths within the work linked to success criteria and/or learning objectives.

- recognise good processes as well as correct answers.
- show an individual target has been met.

Green for Growth –Students can improve on or correct this part. This may take the form of corrections, a next step to extend the student, or a further question with examples for support.

‘Green for Growth’ could be used to:

- set a new individual target.
- highlight an area to try again.
- show an area which they need to improve or correct.
- indicate something they need to include in their next piece of work
- give a question for the student to answer to show/deepen their understanding of the learning objective.

Highlighting, where used, should be done in a way which is clear to the students. The student’s work should not be dominated by highlighting and pink should outweigh green. Written comments at the end of the student’s work clarify for the student what was good (pink) and what could be improved or extended (green.) Comments encouraged to link with whole school approach ‘Growth Mindset’. Students are actively encouraged to tick or respond to the teachers comment once they have read it or it has been read to them. Teachers use a range of agreed symbols (see below)

Marking Code	
VF	Verbal feedback given
I	Worked independently
S	Worked with support.
SP	Check your spelling.
NP //	New paragraph.
Sen /	New sentence needed.
T	Evidence of target being worked on.
SA/PA	Self-Assessment/Peer-Assessment
()	Unclear meaning.
^	Something is missing.
Cap	Capital letter. Find the missing or misplaced capital letter. Missing or incorrect capital letters can be circled and identified for pupils if necessary.
Rewrite	Write this sentence or passage again. Underline to identify area to be corrected.
?	Check this.
P	Put in the missing punctuation, or change wrongly used punctuation. E.g. P, = find the missing, or wrongly used, comma. Other punctuation: ! ? ' : ; () “ .
✓	Correct.

In addition to this science and maths have their own agreed subject specific marking codes.

Science :setting out of books:

- ✓ Write in blue or black ink.
- ✓ Write in (and underline) the date and learning objective.
- ✓ All graphs and diagrams must be drawn in pencil.
- ✓ SHOW ALL WORKING: do not write only the answers.
- ✓ Rule off at the end of the lesson and begin new work underneath.

Marking Code:

- ✓ Praise comments written in **PINK**.
- ✓ Growth comments written in **GREEN**.
- ✓ ? Answer the Science question(s).
- ✓ C check Conclusion.
- ✓ E What Equipment was used.
- ✓ M show the Method.
- ✓ SP Spelling, try this again.
- ✓ P put in or change the punctuation used.
- ✓ V Check Variables in experiment
- ✓ Rewrite Write this sentence or passage again.

THERE MUST BE NO GRAFFTI IN OR ON YOUR BOOK.

Maths setting out of books:

- ✓ Write in blue or black ink.
- ✓ On the left-hand side of the page, draw a margin 2 squares wide.
- ✓ Write in (and underline) the date and learning objective.
- ✓ All graphs and diagrams must be drawn in pencil.
- ✓ SHOW ALL WORKING: do not write only the answers.
- ✓ Rule off at the end of the lesson and begin new work underneath.

Marking Code:

- ✓ Praise comments written in **PINK**.
- ✓ Growth comments written in **GREEN**.
- ✓ ? answer the maths question(s).
- ✓ C check Calculation.
- ✓ R check Rounding.
- ✓ M show the Method.
- ✓ SP Spelling, try this again.
- ✓ P put in or change the punctuation used.

Use of the Marking Code

The teacher uses the school editing code in the margin to highlight errors, ideally no more than three or four codes per piece of work to avoid overloading pupils. Codes should be chosen carefully to take account of ability and progression. The teacher should not, where appropriate, correct the work but ensure that pupils are given an opportunity to make corrections.

Not every mistake will need to be corrected and to correct everything is seen as counterproductive for student motivation. The point of teacher written correction is to point out to pupils their mistakes so that they can correct them and learn from that correction.

Spelling Errors

When marking spelling, this should link in with the key words in the lesson, subject specific and high frequency words.

Spellings should be altered next to the word at the discretion of the teacher (i.e. it may be just HFW that are changed, or words specifically given in a word bank etc). SP should be written above the word when it is incorrect, and then the adult who is marking the work must write the correct spelling in the margin or at the bottom of the piece of work.

Pupil Correction and Improvement

Time should be embedded in lessons to give students an opportunity to edit, improve and refine their work. Pupil response to the feedback is imperative and shows the development of pupils' understanding. Every opportunity should be taken to promote pupil response to feedback. The use of questioning or asking pupils to revisit work are both appropriate form of eliciting response but not exhaustive.

Marking is only productive and pupils can only learn from it when they are given time to respond to staff comments and make further necessary improvements to their work. Time needs to be given in lessons for pupils to review their work in light of the comments made, either individually, with a member of staff or with learning / talking partner.

Verbal Feedback

The teacher uses the code 'VF' and date to show that Verbal Feedback has taken place. Ideally, the pupil corrects and improves their work to address the issues identified in the feedback (a different colour can be used to show changes). Over a period of time, the teacher should ensure that they give verbal feedback to all pupils. This will usually be during the course of an activity or task.

Frequency of Feedback and Marking

The regularity of summative assessment can be established through heads of department in agreement with SLT. Key assessments should take place every half term, if appropriate, and should be a culmination of the scheme of work.

Students' exercise books should be marked using a range of marking strategies at an appropriate frequency to ensure both teacher and students have a clear measure of the progress being made. This formative assessment should directly influence planning and differentiation.

Peer and Self-marking/assessment

In order for students to become independent learners, self-assessment and peer and self-marking should take place regularly throughout the year.

The following are important points to consider when getting the students to mark their work collaboratively:

- Students need to be trained to do this, through modelling with the whole class and watching paired marking in action.
- Ground rules need to be set (e.g. listening, interruptions, confidentiality, etc.).
- Students should, alternately, point out what they like first, using the highlighter pen, and then suggest ways to improve the piece, but only against the learning intentions and not spellings, etc.
- Pairings should generally be ability based.

Departmental Portfolio of Marking

Departments should keep a portfolio of marked work that uses different strategies and highlights good practice within the subject area. This can be used as part of self-evaluation and monitoring, as well as to train new staff.

All teachers will:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Ensure students are clear about the teachers' expectations
- Use student's work as exemplars
- Allow specific time for student to read, reflect and respond to the marking and feedback given

The following points are intended as guidance for staff when considering how to organise and manage marking/ feedback:

- Pink for praise should be used on all written feedback
- Green for growth may not be suitable for every piece of written feedback due to the nature of the task/work produced.
- Provide opportunities for the students to self-mark.
- Plenary sessions can sometimes be used to go through work and mark it as a class.
- The time available and the nature of the task will influence whether staff are able to give verbal feedback to the students within a lesson.
- Aim to set aside a few minutes for the students to read and respond to your marking and improvements.
- A student friendly copy of these marking guidelines will be available and shared regularly with the students of Chiltern Way Academy and displays of 'Pink for Praise and Green for Growth' will be displayed around the school.