**Marking and
Feedback Policy**

Rowhill School Marking and Feedback Policy

At Rowhill School we believe feedback and marking should provide constructive guidance to every child, focussing on success and improvement towards well planned learning objectives (WALT –"We are learning to…") and against success criteria (WILF – "What I am looking for…"), which might reflect an individual's or group's level of attainment. Marking and feedback should enable children to become reflective learners and give them strategies to be able to improve and take the next step in their learning and will inform teacher planning. We aim to provide a system of marking and feedback that is consistent across the school but will also be age, ability and subject appropriate.

NB: The term 'teacher' refers to all adults involved in a child's learning.

1)The Aims of Feedback

Marking and feedback at Rowhill School will be consistent with the principles of Assessment for Learning: "Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there." (J.Rowe, 2007)

Feedback can take different forms: peer, self, teacher marking – written and verbal. Good teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with students responding and making progress as a result.

Aims can be summarised as:

1.1. To help pupils make progress
1.2. To provide strategies for pupils to improve
1.3. To give students dedicated improvement and reflection timed (DIRT) at an age/ability appropriate level
1.4. To inform teacher planning and learning to structure the next phase of learning
1.5. To encourage a dialogue between teacher and pupil around learning eg peer and self-assessment
1.6. To highlight effort, achievement and attainment
1.7. To encourage pupils and create a sense of pride in their work
1.8. To correct mistakes, with a focus on literacy skills and offer encouragement
1.9. To provide a tool for teacher assessment (against stated learning objectives –WALT and success criteria - WILF)

2) Type and frequency of verbal feedback

2.1. This is the most frequent form of feedback and should be given regularly

2.2. Has immediacy and relevance and leads to direct student action

2.3. Verbal feedback may be directed to individuals or groups of pupils; this may or may not be formally planned

2.4. Verbal feedback may be annotated on work (indicating what action might be required to improve)

3. Type and frequency of written feedback

3.1. There are two types of written feedback: detailed and maintenance

3.2. The frequency of each type of written feedback will vary between Key Stages and subject areas: agreed minimums should be clear in the marking policies of each departmental area (see appendices for further information)

3.3. Some departments that are more practical may well not have detailed written feedback but have devised other methods for capturing feedback and pupil response in line with their assessment practices

3.4. Detailed feedback will clearly identify **strengths** and **areas for improvement** that students will then act upon.

3.5. Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these and be followed up by the teacher

4. Type and frequency of peer feedback

4.1. Research has shown this to be one of the most effective modes of feedback. Effective peer feedback needs to be rigorously structured and modelled by the teacher

4.2. Pupils need to be well trained over time to effectively peer assess one another. The process needs to be clearly led and managed by the teacher

5. Type and frequency of self- feedback

5.1. Akin to peer feedback, students need an explicit and clear structure to identify their learning needs

5.2. Teachers should share success and/or assessment criteria where appropriate

6. Literacy and numeracy feedback

6.1. If literacy standards of our pupils are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback

6.2. See appendices for agreed symbols to support literacy improvements and marking code (s)

6.3. We all have a duty to be vigilant about the standard of our pupils' numeracy – for example concepts such as graphs, telling the time, measuring, fractions etc should be monitored accurately across the curriculum

7. Monitoring and Evaluation

7.1. Department and subject leaders must ensure their feedback policy and practices support the school policy. This policy should clearly identify the type and frequency in subjects.

7.2. Quality assurance will be undertaken at least 3 times a year to ensure feedback is allowing students to progress their learning. This may involve informal conversations or more formal interviews with students; work scrutiny, dedicated improvement and reflection time (DIRT) etc

These principles are simple. Great feedback will look different in each subject and Key Stage. The core principles outlined above are supplemented by department specific guidelines.

APPENDIX 1

**MARKING AND FEEDBACK PROTOCOLS THROUGHOUT
ROWHILL SCHOOL**

The policy outlines the generic expectations that should be embedded in all teaching, learning and assessment throughout each key stage and all subjects but allowing for variations and modifications to suit age and individual needs.

The use of generic marking systems should be understood and used across all subjects to define success in relation to prescribed learning, e.g. learning objectives (WALT), learning outcomes, success criteria (WILF) or defined interventions and targets. All learning objectives (WALT) should be prominent on pupils work and in tracking sheets along with dates. There are agreed generic notations/ codes that need to be used consistently when marking:

V (F): Verbal feedback given that may be annotated to explain next steps / corrections etc.
R: Response or conversation is needed with the pupil because the learning outcome has not been understood
I: Independent learning has taken place
S: Needed support to achieve outcome
√: Answer is correct
☺*Smiley face*; Good work

Or appropriate marking stamps

Primary department
In addition to above the following notations / codes are also used across all subjects and used against the learning objectives (WALT):

- Incorrect answer
WS: with support
WSS: with some support

In addition colour codes are used in written feedback:
'**Green for Great'** to highlight good aspects of work
'**Pink for think'** indicates thinking about how to make improvements –
'**Yellow for you'** what the pupils liked about their work

Self and peer assessment will use smiley face icons drawn or stuck in to denote

"I got it" - ☺ *smiley face*

" I had help" - ☺*neutral face*

"I'm not sure" - ☹*sad face*

Secondary department

There are subtle differences for marking across subject ranges but all following similar principles: All work must be marked in relation to the learning objectives (WALT):

At key stage 4 some pieces of work may be given a level or mark in relation to the success criteria of entry level or GCSE exam work:

English –additional notation

// - New paragraph needed
 'EBI- Even better if' – then comment added
'**WWW**- what went well' - to be completed with student input
'Checklist for success' based on learning intentions and success criteria (WALT & WILF)

Maths – 'fully marked' work will be completed at least once during a topic and will use the following generic and additional notation:

SM: support materials used with comment
C: calculator used
1:1: One to one support used
NS: Next step to learning when learning intention (WALT) has been met

Science – additional notation to highlight various types of support (s)

SR: Supported by a reader
SS: Supported by a scribe
SD: Supported drawing a diagram
SA: Supported with drawing the graph axis
SG: Supported with the graph, e.g. plotting points

Other subjects:

Many of the other subjects have a more practical component and written feedback can be difficult or unnecessary when work is to be presented. Therefore verbal feedback will be given at the point of production. Any marking of work will be limited to black, blue or green ink.

To ensure consistency of approach all subjects will include:
-Verbal feedback, discussion and reflection time (DIRT) during and on completion of the learning objective (WALT)
-Written assignments will be marked using generic approaches outlined above
-Self and peer review will also be used to improve understanding and reflection.

-Progress in relation to learning objectives (WALT) will be captured on tracking sheets using ragging system (Red, Amber, Green) and use of WWW (what went well?) and NS (next steps)
-Target levels and attainment will also be tracked to show progress in relation to learning intentions over a period of time, e.g. termly or end of a project.

Perfect Presentation

Marking and feedback should also improve presentation and there will be varying protocols for each subject such as use of pens or pencils, margins, etc.

The following are the protocols to be used at Rowhill School:

Pencil to be used for drawings, charts and diagrams as well as for drawing margins when needed

Pens to be used for writing in the Secondary phase (when appropriate)

Mistakes will be either rubbed out with an eraser when using pencil or neat straight line put through the work, sentence or image when using ink

Learning intention or WALT to be written for the piece of work being undertaken.

Short date to be included for every piece of learning

1 digit for each square when using number in maths books.