



Policy Document
Marking and Feedback Policy

Rationale:

Baldon School is committed to marking and feedback which has the maximum impact on teaching and learning. Within the policy we will offer solutions to accommodate the daily demands of marking and strategies to support effective marking and feedback. Recent research from the work of Education Endowment Fund and Prof' John Hattie suggests that effective feedback to students has the biggest impact on student learning. From this research, we need to use school policy on feedback to ensure that the advice offered is essential in day to day teaching and learning. Marking and the implementation of this policy is the responsibility of all teaching staff within school.

Why we mark:

- **MOTIVATE** – students know their work is valued.
- **MONITOR** – students demonstrate their understanding of the subject, complete tasks and maintain a high standard of presentation. This can also inform planning to ensure that we are meeting the learning needs of the students.
- **MOVE LEARNING FORWARD** – students should be given opportunity to respond to marking and feedback. This will help them to make rapid progress. Marking should always be positive about what has been achieved and specific about how to improve.

Presentation:

- Consistent use of DUMTUMS every lesson.
- All writing tasks should be in blue or black pen.
- Graphs, diagrams and illustrations should be completed in pencil and appropriately labelled.

Frequency:

The frequency of marking will differ within faculties. It is important that over a half-term, books and files are marked at least three times and that students have the opportunity to respond to teacher comments. Other aspects of marking (e.g. self, peer, verbal etc.) should be clearly identified.

Good examples of formative feedback:

- Explain the strengths – be positive and explicit about what the student has done well.
- Provide a clear focus for improvement. The best examples are subject-specific and relevant to course syllabus/content.
- Both strengths and 'next steps' work should be linked to an assessment objective to show clear progression; e.g. 'To achieve a level 4 you must use connectives between paragraphs.'

Responding to feedback:

For each piece of formative feedback, students should be given an opportunity to respond in detail. Recommended ways to do this include use of the 'pink box' or 'pink to think' strategy. Here students can respond directly to the assessment and make tangible progress by demonstrating their understanding of the advice offered.

Literacy across the Curriculum:

Not all teachers are English teachers, but all teachers are teachers of English. Staff should mark to correct SPAG errors wherever possible and use the whole-school marking codes: PR Presentation - GR Grammatical error - SP Spelling mistake - // New Paragraph – CL Capital letter – O Missing punctuation. Staff should always insist on high standards of presentation and should use DUMTUMS to support this aim. Additionally, staff should also make use of the whole-school Literacy stickers whenever literacy issues are encountered.

Peer and self-assessment:

Students should be given the opportunity to self-assess/peer assess at least once per half term. Peer assessment should be high quality and meaningful as this can, if not done well, actually undermine marking and assessment. Comments like 'do more work' or 'neater handwriting' are counter-productive and do not help students to progress. The best practice will see students engaging with the mark scheme or success criteria of the lesson. By making assessment explicit and involving the students directly in the process, you are equipping them with key skills to make rapid and sustained progress. All peer and self-assessment should include a small sub-heading indicating that it is by the student. As with teacher feedback and comments, peer and self-assessment should be completed in red or green pen.

Homework:

Homework plays an essential part in ensuring that learning and progress can be supported and monitored at home. Homework should be given by all classroom teachers at least once every two weeks. Faculties can provide parents and students with homework logs which be posted on the school website.

For clarification of any of the policy details, please see your Head of Faculty