Edgbarrow School   2021-2022

Whole School Feedback and Marking Policy

Rationale:

Feedback should be effective both for students _and_ teachers. Any marking of student's work should offer feedback to students about their progress within that subject. It should also help teachers in the planning of their lessons, based on student understanding. Teachers should follow subject's own specific feedback policy which is based upon school's feedback and marking policy.

When and how will we assess staff feedback and associated pupil progress?
During Learning Dives (x3 a year approximately)
Departmental work sampling during the subject review: Focusing on each key stage
With a year group sample once a year
All to be completed by the end of the academic year

How often should work be marked/feedback be given? (Recommended amount)	
Key Stage 3	Books/Folders/Google Classroom: Once a half-term Assessments: Once a term
Key Stage 4	Books/Folders/ Google Classroom: Twice a half-term Assessments: 3 summative assessments a year, as a minimum (including Y11 November mock)
Key Stage 5	Books/Folders/ Google Classroom: Once a half-term per teacher Assessments: 3 summative assessments a year, as a minimum (including January & summer mock)

The Dos and Don'ts of Marking Students' Work and Giving Feedback	
Do	**Don't**
- Offer verbal feedback to students regarding their progress, clearly linked to AOs where possible - Mark selected pieces of work that will support progress - Engage in a learning dialogue with the student, this can be a variety of forms - Use DIRT in lessons and engage them in further improving their work/understanding - Check presentation and completion of work - Personalise the marking - Use Peer and Self-Assessment - Check literacy is improving - Encourage risk-taking! Useful to see students in the learning process - Include clear, targeted development points for students - Follow up on incomplete/substandard work - Use assessment tracking sheets and PLCs - Consider modelling selected pieces of work / exemplar material where appropriate - Model student reflection and resulting actions - Mark vocational work in alignment with Assessment Plans/Exam Board requirements - Model how to present tasks	- Mark notes, copied work from the board or simple comprehension exercises - Tidy books for students. They can do this themselves! - Write excessively long, complex targets for students - Engage in meaningless dialogue with the students

General expectations for Formative Assessments:
- Marked against a clear assessment criteria (AOs from specifications)
- Teachers' feedback students' band with clear progression points
- Bands/Grades are recorded in students' books/folders/Google Classroom with clear development points

How should I mark Literacy within my students' books? In particular, subjects' own terminology should be targeted	
Code	**Meaning**
Sp	Spelling – Focus on the spelling of **key terminology**
P	Incorrect Punctuation
//	Mark where a new paragraph should start
Exp and ~~~~	Needs to be expressed more clearly or in greater detail
∧	Omission
ᵛ	Vocabulary
Cap	Capital letter