

Our beliefs:

Feedback matters.

The power of feedback diminishes over time – the further away from the piece of work the feedback occurs, the less positive impact it will have.

The most powerful feedback is immediate – through modelling or verbal questioning / correction.

Feedback should only be recorded where it benefits the pupil's learning – it is NOT an exercise in teacher accountability. Equally, feedback does not have to be at an individual level. Often whole-class feedback is very powerful.

It is unrealistic, and indeed potentially detrimental, to expect every piece of work to be marked in the same detail. The focus for marking in our school is in writing and maths.

Marking only has impact where pupils can act upon it! – It is best as part of the learning cycle NOT as a bolt on at the end of it. The best marking focuses on “fixing” questions or sections of writing and / or on moving the learning on – the next challenge. Now add a simile to your character description. Try this question.....

If pupils aren't responding to marking by improving their work, the marking isn't working!!

Our Marking and Feedback Process:

Work will be marked, where practicable, in Pink and Green pen. Pink will be used for areas of praise and Green will be used for areas of growth.

Next Steps and Do Now instructions will be given as appropriate. Do Now activities will be given in maths for the following session where this is deemed appropriate by the professional working with the class. These may take the form of “Fix its” where pupils need to correct an error. If the pupil was secure with the learning, the Do Now should be about applying it OR moving learning on.

In Maths, where possible, students will be encouraged to check their own work. They can mark using a green pencil. This is best done through-out the session (rather than just at the end) so learning can be altered if needed.

The focus of marking will be in literacy and maths.

In other subjects (non-core), where work is put to paper, it will be acknowledge through a tick. Professionals will decide on a case by case basis as to whether a comment is appropriate.

Spellings will be corrected based on the needs and current attainment of the student. Spelling mistakes will be shown by the use of Sp. and corrected where appropriate in the margin. The following codes will be used to aid marking and feedback in pieces of writing:

Sp. – spelling mistaken

VF – verbal feedback given OR required (speak to me)

© - capital letter missing

// - new paragraph needed

O - punctuation missing

? - this doesn't make sense

┌ -next steps

Do Now / Fix it - as it says!

Learning will be marked at the earliest possible opportunity so as to provide the best contribution to the progress of the students. If it is to be marked, Maths and Literacy will almost always be marked before the child sees it again so that children have the opportunity to improve their work or “fix it”.

