



# Marking and Feedback Policy

Last Reviewed: July 2017

Policy Owner: Director of Studies

## **Policy Statement**

This is a whole school policy.

## **Associated Policies and Documents**

- Lyndhurst School Curriculum Policy
- Lyndhurst School Teaching and Evaluation Policy
- Lyndhurst School Staff Handbook

## **Aims**

At Lyndhurst School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will allow children to progress
- Encourage children to evaluate their own progress and to develop ownership of their learning.

## **The four main types of feedback**

There are four main types of feedback that teachers can use: Acknowledgement Marking, Quality Teacher Marking, Student Marking and Verbal Feedback

The frequency of each type that is used will vary between subjects and developmental stages, although it is expected that every third piece of written work will be assessed in more detail through Quality Teacher Marking. It is the responsibility of the Heads of Department and SLT to set and implement guidelines for their areas.

### **Acknowledgement marking**

This is light touch marking. In order to allow teachers to give quality feedback at key points in the learning process, other work should be marked in less detail. Acknowledgement marking can be used when the work:

- Has been whole class or teacher-lead marked.
- Is a closed task.
- Is a skills based or consolidation task



Teachers will acknowledge this work via the use of a tick and initial, an effort grade or score or brief comment.

### Quality Teacher Marking

The aim of the marking is to raise standards through developmental comments, which help pupils to understand the main purposes of their learning and therefore grasp what they need to do to improve.

Quality marking should use the 'two stars and a wish' framework or two strengths and a next step. The 'stars' are positive comments about the work which should relate to the learning targets or success criteria. The 'wish' is one area where the success criteria were not met, or a suggestion/question to encourage further thinking.

Staff are provided with a 'two stars and a wish' stamper for this purpose.

### Student Marking

This is effective when pupils are supported in giving each other feedback in a respectful and nurturing environment. Opportunities should be built into the medium term plan to allow for peer and self-assessment. Student marking should be done in a different coloured pen from teacher marking and from the one used for the piece of work itself. Teachers should always Acknowledgement Mark student-marked work.

### Verbal Feedback

Verbal feedback is a valuable form of marking / feedback. Some subjects (e.g. art, music, sports) and age groups (e.g. Early Years) may use this type of feedback more frequently because of the nature of the subject and development stage of the children. Effective verbal feedback involves the frequent use of open and probing questions and an ongoing dialogue as work progresses.

In written subjects such as English, Humanities etc. verbal feedback may be identified as having taken place using the 'Verbal Feedback Given' stamper. The importance of individual, group and whole class feedback is recognised but pupils should be encouraged to record the feedback that they have been given next to the Verbal Feedback stamp.

### Rewards for good work

Where children have completed a particularly good piece of work or have made a significant effort, they should be rewarded. Teachers have the option of giving a merit or a plus, as listed below:

Merit	Good work or effort	Noted in reading record / homework diary, weekly totals are recorded by class teacher. Highest merit winner in class receives a certificate in Monday's assembly.
Headmaster's Plus	Exceptional work	Pupil visits Headmaster to receive the plus. All pluses are added to House Total, winning house is awarded trophy in Monday's assembly – Pupils who receive 3 or more pluses in a week are awarded a badge & certificate.



These rewards are recorded in the class Record of Achievement folder which is held by the form teacher.

**Marking for Spelling, Punctuation and Grammar (SPaG)**

Teachers are not expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In some cases selective correction of spellings mistakes will be used (e.g. key vocabulary). If necessary, the correct spelling should be provided, however as pupils gain in confidence and knowledge they should be encouraged to identify and correct their own mistakes.

The following standard codes should be used to help children identify their own mistakes.

<b>Mark</b>	<b>Meaning</b>
Sp + underline	Try this spelling again.
P	Punctuation error
G	Grammatical error
C	Find the missing or misplaced capital letter.
//	New paragraph mark / Mark in where the paragraph should be.
✓✓	Good use of language / good point.
<b>Mark</b>	<b>Meaning</b>
?	Not clear / not understood by marker. Review this section and rewrite if necessary.
FS	Re-write this in a full sentence
D	You need to add in more detail.
U/L	Underline headings/title/date

It matters where the mark is:

- In the margin next to the line means you can find it in this line
- Next to a vertical pen line in the margin means you can find it in the section identified by the pen line.
- At the end of the work means it is a problem throughout.