

Marking and Feedback Policy

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Marking and feedback

At EHTM the Manor Pre-Prep, a professional and efficient approach is taken to the tasks of marking work and providing feedback. The ages of the boys are taken into account and that all boys are entitled to regular and comprehensive feedback on their learning. All teachers mark work and give feedback as an essential part of the assessment process.

Aims

We mark boys' work and offer feedback in order to:

- show that we value pupils' work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide qualitative ongoing assessment data to inform our future lesson-planning.

Principles of marking and feedback

Marking is teacher's response to pupils' work and, as such, it should motivate and encourage pupils and enable their individual progress to be monitored. It is expected that all pieces of work will be marked supportively, following the principles outlined below.

- All written marking is completed in blue ink: a **tick** indicates correct work; a **dot** indicates incorrect work.
- All pupils' written work is to be marked; discretion may be exercised in relation to marking notes;
- Marking will normally be completed before the next lesson;
- Oral or written comments should be appropriate to the age and understanding of the pupil;
 - The pupil must be able to read and / or respond to the age appropriate comments made;
 - Where the pupil is not able to read and respond to written feedback, other arrangements for communication must be made, such as verbal or pictorial feedback.
- Wherever possible, assessment, marking and feedback should involve the pupil directly, on the basis that research suggests the best feedback is verbal and immediate:

'Verbal feedback, when applied well, has a positive impact on the engagement of all students (including those who are disadvantaged.) It may also lead to gains in progress and achievement and – at the least – appears to have no detrimental effects. When teachers learn to apply verbal feedback strategies consistently and with confidence it has a marked positive effect on their overall practice and on the time they have available for other teaching tasks such as planning.'

UCL Verbal Feedback Project Report, Quinn, 2019

- A teacher may ask questions and analyse pupils' responses to assess their attainment and to reveal misconceptions;
- Verbal or written feedback may be given by a teaching assistant, who initials the piece that he or she has marked;

- Whole-class verbal feedback, including addressing general misconceptions, may be provided through mini plenaries, plenaries, and during small-group sessions.
 - Teachers should aim to promote self- or peer-assessment by linking marking and feedback with a wider process of engaging pupils their learning, including sharing the learning objective and the success criteria for the task at the outset. Boys' self-assessment in exercise books is reviewed / commented on by the teacher as appropriate.
 - Pupils and staff do not erase pupil mistakes. Their presence is helpful to indicate misconceptions and highlight future progress by comparison; errors are expected to be annulled by pupils with a **single line**;
 - If a piece of work is considered by a teacher to have been completed to an unacceptable standard, in discussion with the pupil, that piece of work will be reattempted;
- The regular use of stickers, stamps and house points to reward effort and progress made by the boys is encouraged in order to promote a culture of praise and positive feedback;
- Year coordinators, subject coordinators, the deputy head and the assistant head are collectively responsible for monitoring the quality and consistency of marking in their respective areas of oversight, through 'book looks' (scrutinies of pupils' work) and moderating activities.

The following should be corrected in written work:

- Subject-specific vocabulary;
- Significant / recurring punctuation and grammar errors.

Misspellings – Years 1, 2 and 3

- Spelling mistakes, including high-frequency or common-exception words are identified using a pink highlighter, with the correct spelling written below the work for the pupil to copy once;
- A **maximum of three misspellings** are identified in any one piece of written work.

Success criteria

Introduction and general principles

Teachers share the lesson's learning objective with the pupils. They should also indicate the way in which the learning experiences are linked to the learning objective, and the success criteria against which the work will be judged.

Success criteria, which form the cornerstone of daily classroom assessments and ongoing assessment, are introduced before the commencement of class-based learning experiences. They enable boys to take ownership of their learning, and to be engaged, from the outset, with the learning process as follows:

- thinking about what they will be learning and its outcomes;
- reflecting how they will approach their learning;
- considering what they may contribute to their own learning.

Success criteria are used as evidence of assessment for all learning experiences and they are displayed clearly within the pupils' exercise books, and they may be referenced throughout the lesson.

Success criteria are differentiated and may be open-ended - 'low threshold, high ceiling' – a graduated series of success criteria are formulated in relation to a specific learning objective. The series should promote progression within the learning experience in order to ensure pupils are challenged and motivated.

Success criteria are phrased as questions in the first person: 'Can I...?'

Success criteria (cntd)

Success criteria grid

LO:		
Can I...	I think...	Teacher thinks...
Challenge	Independent work Teacher-supported work TA-supported work	
Great!	<ul style="list-style-type: none"> • • 	
Think!		

Self-assessment and teacher-assessment – ‘I think...’, ‘Teacher thinks...’

There are boxes in the success criteria grid for pupils and teaching staff to assess attainment against each success criterion, using a two-tier grading system:

Great! (G!)	Think! (T!)
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A pupil’s successes and areas for development in relation to the learning experience should be identified at this point and remembered to effect follow-up, for example, a discussion with the pupil, a small group or the whole class, or written feedback.

The success criteria grid includes an option for the teacher to identify, by circling the appropriate term, whether a pupil has completed:

- Independent work
- Teacher-supported work
- Teaching-assistant (TA) supported work

Success criteria (cntd)

Written feedback – ‘Great!’ and ‘Think!’

There are two spaces at the bottom of the success criteria grid for the teacher or teaching assistant to provide formative written feedback, organised under the headings ‘Great!’ and ‘Think!’.

- **‘Great!’** comments outline strengths of the piece of work, celebrating a pupil’s effort, achievement and progress.
- **‘Think!’** comments outline one area for improvement. The teacher may address misconceptions, identify challenges or provide next steps aligned to the learning objectives in order to consolidate and deepen a pupil’s learning.

Identifying ‘Great!’ and ‘Think!’ within pupils’ written work

Green and pink highlighters are used to identify elements of a pupil’s written work that correspond with **Great!** or **Think!** in relation to success criteria.