Feedback and Marking Policy

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The Emscote school holds high expectations of learning, behaviour and promotes respect for each other. These values underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Our school believes in a successful quality marking and feedback policy will contribute to all students being active participants in their learning and to the raising of standards.

It will also ensure:

- Continuity and consistency in our approach to the feedback given on students' work.
- Make expectations clearer to staff and students about feedback and marking expectations.
- Help in the assessment, both formal and informal, of students' progress.
- Provide a model that students can use themselves when assessing their own work.

Why do we mark student's work?

- To help staff monitor student's progress and to diagnose what has not been understood to assist forward planning and learning.
- To provide helpful feedback to students about what must be improved so that they know where a weakness or gap in learning exists.
- Identify needs, and discuss with them what they find difficult and the next steps they need to take to address any weaknesses in learning.
- Recognise achievements, giving encouragement and building confidence.
- To show that work is valued and to praise achievement.
- To ensure set tasks have been carried out .

Effective marking should:

- Provide clear feedback to students about the strengths and weaknesses in their work and ensure marking relates to the learning objective or focus set.
- Recognise, encourage and reward student's efforts and progress.
- Encourage students to strive and improve.
- Direct students to what they need to do to improve their work and the next steps they need to take.

Written feedback

Marking is only of value if comments are read and responded to. Wherever possible, marking will take place with individuals. It offers guidance as to the extent to which

learning objectives have been met and suggests the next steps students might take in their learning.

Oral feedback

Oral feedback is as important as written feedback, primarily because it is often instant, personal, individual and much more regular than written feedback. It is very important that high quality oral feedback is given to individuals and groups so that they know what is working well and what must be improved; to seek individual views about learning and to check their understanding to identify misconceptions and gaps in learning that need to be filled quickly.

Marking and feedback

Positive comments in green pen and pink to think comments in pink pen should refer to the essential objective or focus for that piece of work.

Comments written in blue always require a response from the student and are either:

- R&I = a response or action is required by the child now. E.g. spelling, re-writing or conversation with student support worker
- Next time = a target for the student, who should work on it in their next piece(s) of work.

It is important to distinguish between slips and errors that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher or student support worker may decide to take different courses of action
  - where one or two pupils are making the mistake, tackling it individually as soon as possible;
  - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class

When marking work in project books, marking will be against the objectives for the foundation subject such as newspaper writing, or punctuation. In the class book, a positive comment will be written, followed by a short comment about whether the target has been met. Please see the attached marking code. The marking code will be used to correct any spelling/ grammar/ writing mistakes as appropriate.

Marking Code

This code is to be used when marking ALL pieces of work, the student complete. The

Marking code will be visible in all classrooms, and there is a laminated copy available in both offices.

Marking Code

CODE	EXPLANATION
☺	Super! Well done!
R &I	Review and improve
Sp.	Spelling mistake
P	Punctuation error
CL	Capital letter error
^	Word missing
VOC	Choose a better word
//	Start a new paragraph

Presentation Expectations for students

- Use neat, joined handwriting.
- Use a handwriting pen when writing.
- The full date, EO (essential objective) and Focus should be underlined in pencil using a ruler.
- Cross out any mistakes neatly with a single line.
- Always use a pencil in maths books.
- Diagrams, drawings and lines should always be completed in pencil.

Marking Guidelines for Staff

- Use designated marking pens.
- Stick to the Marking Code
- Use clear handwriting OR capital letters.