MARKING AND FEEDBACK

POLICY

Woodlands
Education Centre
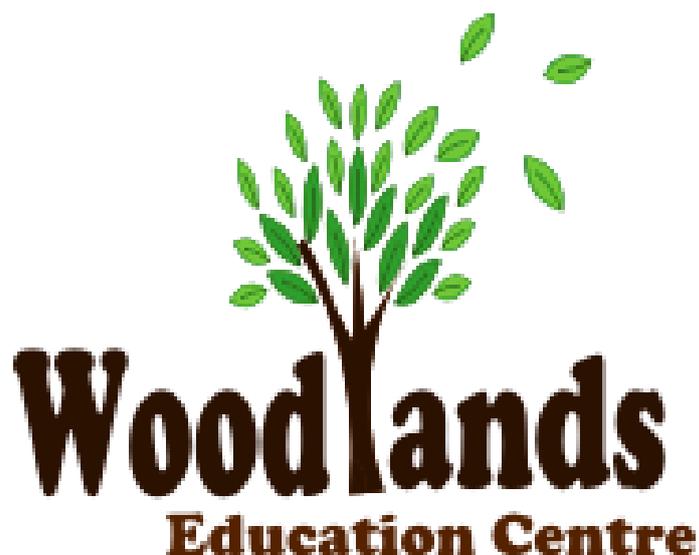
Current document may be accessed under the policies tab at:
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Document Control

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Reviewed by:	Headteacher and Link Governor
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Marking & Feedback

Students' well-being and achievement are at the heart of Woodlands' community. We foster a climate of high standards and expectations, based on mutual respect and hard work, within a nurturing, inclusive learning environment.

Effective marking and feedback is vital to successful teaching and learning, if all students are to make rapid and sustained progress.

Aims
Marking & feedback will enable:

- .... Students to improve their work at the point of learning.
- .... Teachers to plan, monitor and identify when further intervention is necessary.
- .... The marking of student's work to be consistent and enable students to make maximum progress from their starting points.
- .... Students to feel valued and have a clear understanding of how well they are doing and how to improve.

Marking: The IDEAS+ system
Teachers are required to comply with the school's marking policy.

Teachers are responsible for regularly recording marks or comments' for students' work to ensure that written evidence is available to inform discussions with students, parents and colleagues.

Staff will mark students' books/folders/work in **green pen** at least every two weeks using the language of IDEAS+ and link feedback comments to lesson objectives and outcomes. Namely:
- Identify
- Describe
- Explain
- Analyse
- Synthesise

Ideally marking will take place with the student in the lesson, using Pink (to improve) and Green (achieved). If this is not possible then time should be set aside in the next lesson to make sure the student understands the feedback.

Formative and summative marking
- Ongoing, formative marking will address students' effort (e.g. presentation, quality and quantity of work, organisation, questioning and engagement), students' achievement and, where appropriate, their level of independent learning.
- GCSE grades for English and maths will be recorded using the numerical grading system of 1 to 9 for marking work in Years 10 & 11. The additional qualification of 'WT' or 'working

towards', 'WA' or 'working at' and 'EX' or 'exceeding', will be used to indicate the student's current attainment within the numerical grade (e.g. 2wa).

- Staff must ensure that attainment grades are on at least one piece of student work each half term. This could be, for example, coursework or tests.
- At the end of each final piece, in particular coursework, the marking should be both *formative* and *summative*. Students must know the grade/sub grade at which they are working and how to improve.
- Each time books are marked by a cover teacher they will sign and date.
- Scribes and/or readers must annotate the student's work, which will inform planning, such as access arrangements for exams. If regular scribing/reading takes place teachers must inform the SENDCO.

Feedback

- Staff must create and maintain an effective and ongoing dialogue with students about their progress.
- Teachers will provide detailed feedback on student attainment against learning objectives & outcomes.
- The feedback and assessment form needs to be used at the end of a significant piece of work.
- All teacher feedback should be legible and model good literacy and handwriting to the student.
- Students may find oral feedback helpful to explain written comments and this should be used to ensure good progress and needs to be recorded by the teacher in the book using speech bubbles.

Self and Peer Assessment

Staff must build in opportunities for self and peer assessment into their schemes of work and use the format available in the feedback and assessment document.

- Self-assessment should be used where appropriate to gauge understanding and enable students to be self-critical and evaluate their work to support progress.
- Peer assessment should only be used when students are confident in assessing their own work and resilient enough to accept negative feedback.

Marking for English

English underpins the Woodlands' curriculum by developing pupils' abilities to speak, listen, read and write. Developing students' literacy is vital to support their learning, communication, thinking and organisational skills. All staff at Woodlands are teachers of literacy.

All subjects should be marking specifically for literacy once per week.

Spelling corrections will focus on subject specific vocabulary or those words which the pupil should know. Any written comments on work must be legible and easily understood by the pupil. For example:

Code recorded in the margin	Mark in the text	Meaning of code
Para	//	Paragraphing error
Sp	beleive	Spelling error (word underlined)
C	c	Capital letter needed
p/g	I should of	Punctuation or grammar error (phrase underlined)
^	R^bbit	Word or letter missing
?	The rabbit this that then	Unclear meaning / clumsy expression

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Head Teacher & Governor. The SLT will undertake half termly work sampling, with prompt follow up action to address staff practice that falls below expected standards. The Headteacher will, provide opportunities for staff to share and discuss best practice, and provide ongoing staff training to ensure consistency.

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