



Maghull High School

Marking & Feedback Policy

Revised July 2020 (G Banks)
Review date – July 2021

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Marking & Feedback Policy

Rationale

Marking and providing feedback is an essential part of planning, assessment, learning and teaching. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Marking is also used to promote the use of correct standards of written and spoken English in all subject areas, as well as to promote an understanding of the correct use of subject specific language.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote high standards of written and spoken English
- To correct errors and clear up misunderstandings
- To reinforce subject specific language
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher

Objectives

Marking and feedback at Maghull High school:

- Is positive and constructive with appropriate praise given
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance, ensuring that pupils are motivated and know what to do in order to make further progress
- Follows consistent practice throughout the school
- Provides pupils with opportunities to assess their own work and that of others
- Encourages a dialogue between teacher and child
- Encourages the use of high standards of written and spoken English

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting; thus reinforcing what the children have learnt and identifying the next steps to make progress.

Whole School Literacy

This policy promotes high standards of accuracy in the use of standard English in both written and oral work, when appropriate.

Expectations

Teachers are expected to ensure that:

- Students receive incisive written feedback at regular intervals
- Written feedback is predominantly encouraging and constructive
- Students are told exactly what is expected from their written work and how they can achieve success
- Exemplar work is provided as often as possible so that students are able to understand the standards that are expected
- Peer and self assessment are regularly used to enable students to become reflective learners
- Formative comments are given that show what has been done well and how to improve their performance and move on in their learning
- They regularly review the technical accuracy of written work, correcting up to 3 spelling errors and 3 grammar points
- They generally avoid putting grades or marks on the pupils' work alongside formative feedback (*research has shown that the grading of work has a negative impact on students' learning. Even if clear formative comments accompany the mark, students are likely to ignore the teacher's diagnostic comments and simply read the mark/grade*)
- They will use the agreed form of marking annotation
- They closely mark one piece of work, for each student, every half term, or for each completed topic
- Over the course of a term when marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding of what is required
- Evidence of marking is noted in their records

Heads of department are expected to ensure that:

- Each department has a marking policy, in line with the philosophy of the school, that provides appropriate guidance and support for students in a manner suitable to the specific requirements of the subject curriculum
- Marking is such that a clear evaluation of a student's strengths and weaknesses can be given and this is recorded in a suitable manner
- The impact of the faculty marking policy is monitored by conducting regular reviews, ensuring in the process that the technical aspects of written English are being addressed
- Teachers marking is smart and they closely mark one piece of work each half term, or for each completed topic
- Teachers are using the agreed form of marking annotation
- Students and teachers are aware of and understand differentiated criteria and grade descriptors specific to their subject areas
- The school's rewards system is used to reward progress and motivate students

The School Leadership Team is expected to ensure that:

- They monitor the implementation of the school's marking and feedback policy
- They regularly review students' work to assess the quality and consistency of marking and feedback, reporting on this in all departmental reviews
- They emphasise the need for technical accuracy in written work and, where appropriate, oral work across the school