

# Swanwick School and Sports College



## Marking and Feedback Policy

<b>Initial Date</b>	<b>Reviewed</b>	<b>Next Review</b>
September 2023	May 2024 October 2024	October 2025

## **Introduction**

At Swanwick School and Sports College (SSSC) we believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and/or outcomes. Marking is a fundamental element of the assessment of pupil's work, helping them become reflective learners and to close the gap between current and desired performance.

This policy will:

- Promote high quality feedback throughout the school.
- Provide an approach to marking that is both manageable and effective.
- Standardise the school's approach to marking and feedback.

## **Aims**

Effective feedback should be:

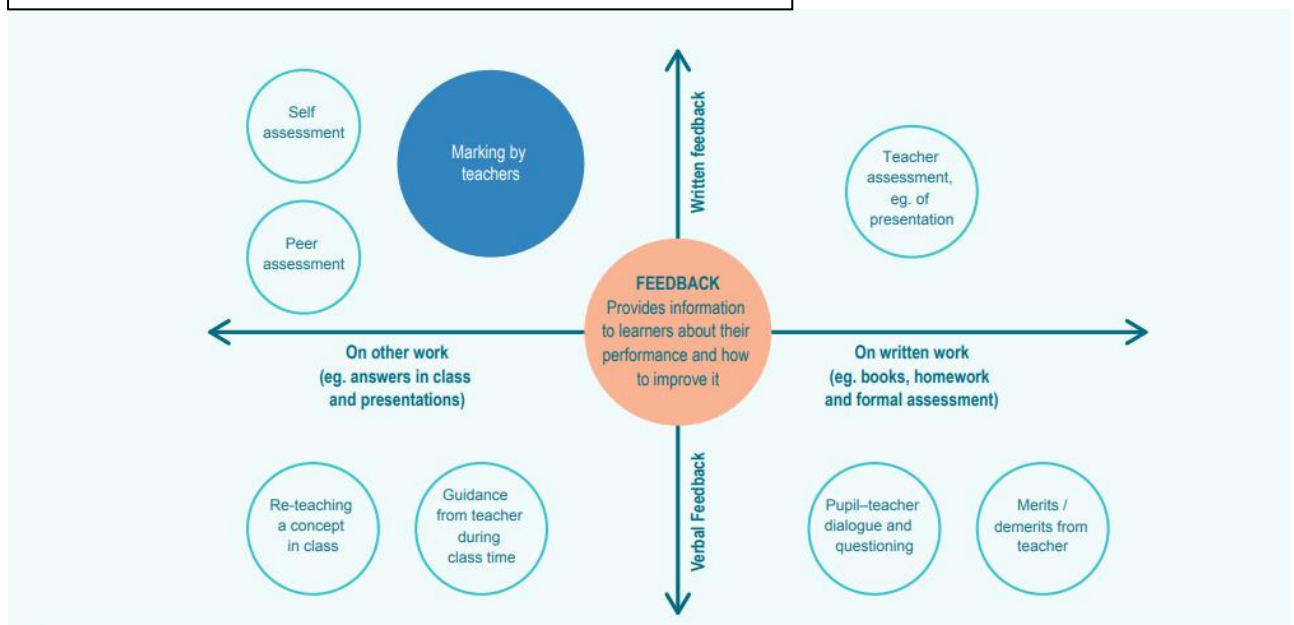
- *Meaningful:*  
It should vary by age group, subject and what works best for the pupil and teacher. It should aim to work with teachers to create an environment where pupils want to receive feedback and view making mistakes as part of the learning process. It should be carefully planned to ensure pupils welcome feedback so it has the most impact. Staff should also provide opportunities for pupils to respond to and use feedback to close the feedback loop and learning can progress.
- *Manageable:*  
Marking practice should be proportionate, bear in mind the impact on teacher workload, and think about how often and how deeply teachers mark.
- *Motivating:*  
Feedback should help to motivate pupils to progress. Marking and feedback should:
  - Provide a dialogue between staff and pupils.
  - Give pupils clear strategies on how they can improve their work.
  - Provide opportunities for pupils to consolidate and/or extend their learning further.
  - Provide a tool for teacher assessment – diagnostic, formative and/or summative.
  - Help staff to evaluate teaching and inform planning.
  - Positively reinforce pupils' effort when appropriate.
  - Allow specific time for pupils to read, reflect and respond to marking where appropriate.

## Feedback and Marking Procedures

- Staff will use feedback from marking to inform future targets and planning.
- Marking and feedback should be relevant to the learning objective/outcome.
- High quality feedback will celebrate pupils' success on a task, effort or self-regulation strategies.

Written responses offer one way of providing feedback to pupils and helping staff assess their pupils' understanding. While it is important to note that written marking is only one form of feedback (see Figure 1), marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.

Figure 1 (*Education Endowment Trust 2023*)



## Formative Marking

In order for the marking to be formative, the information must be used and acted on by the pupils. Therefore, when work has been marked, time is planned in the next lesson for the pupils to read the prompt and make an improvement. Support staff should have an input in this, as pupils will not necessarily understand and act on comments unprompted. When response time is given, it is best that very specific guidance is given e.g. list 5 adjectives that could improve this, describe the character using 3 adjectives in a sentence, re-write the highlighted sentence using correct punctuation. This is particularly relevant to subjects that involve literacy, but all subjects will need to look at how this is interpreted in their area.

Teachers must model this process so that pupils are clear what the different markings in their books means and what is expected of them when they respond. If a group of children have the same issue, then the subsequent lessons will address the issue rather than marking.

## **Deep marking**

Deep marking is a process whereby staff provide written feedback to pupils offering guidance with a view to improving or enhancing their future performance. Deep marking should be assessed against the relevant pathway assessment systems and/or lesson outcomes/objectives.

Deep marking will inform teacher planning for future lessons and enable staff to accurately assess pupil attainment and progress.

At SSSC deep marking should provide a 'What Went Well' (WWW) comment that is written in green pen, to provide praise and feedback to what the pupil has done well within a particular piece of work. Pupils should then be given an 'Even Better If' (EBI) comment that is written in red pen that consolidates and/or extends learning further. Figure 5 supports staff in writing EBI comments that develop pupils critical thinking skills. Pupils are then expected to respond to EBIs in writing using purple pen to the guidance which in turn is verified by the teacher. (If it isn't possible for the pupil to write a written response the member of staff should use a purple pen to record their verbal response or actions)

## **Light feedback and marking**

Light marking and feedback will often take place within the lesson, in the moment to provide and record immediate feedback to a pupil about the accuracy and knowledge of the work produced or take place reflectively after the lesson has been taught. Light marking could take the form of 'live' marking, verbal feedback, peer assessment, self-assessment, shared marking and/or paired marking.

## **Live marking**

Live marking and feedback may be focused on a specific criterion, lesson outcome and/or address common errors through the use of SSSC's feedback symbols (Figure 2). Live marking is done with the pupil, at point, and enables the teacher or TA to provide verbal feedback alongside. This would then enable pupils to respond there and then within the lesson. Figure 2 shows the feedback symbols to use when providing marking and feedback to pupils. Figure 3 or Figure 4 are adapted versions that should be placed within the pupils' books to ensure they understand the meaning of the feedback symbols.

## **Verbal feedback**

Staff recognise the importance of pupils receiving regular verbal feedback especially with pupils who lack the literacy skills or motivation to read written comments. Staff will initially talk to the pupil about how they have met the learning outcome and/or question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. Verbal feedback is evidenced using the feedback symbols in Figure 2.

### **Peer and Self-Assessment**

Peer and self-assessment are described as an evaluative act carried out by pupils themselves concerning their own or others work/outcome/progress. Where appropriate pupils at SSSC are encouraged to self and peer evaluate by identifying their own/others successes and ways to improve/develop a piece of work. This could be done using WWW and EBIs, marking and feedback symbols or an adapted assessment checklist. Self and Peer assessment should be overseen by staff to ensure accurate assessment is taking place.

### **Shared Marking**

Staff may sometimes use one piece of anonymous work to mark as a class on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

### **Paired Marking**

Pupils sometimes mark narrative work in pairs. The following points are important:

1. Pupils need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pupils should identify things that match the success criteria and then suggest a way to improve the piece but only against the learning intention. Encourage dialogue between the pupils rather than one being the 'teacher'.

### **Frequency of marking**

At SSSC each piece of learning needs to be given “light feedback and marking” e.g., use of feedback symbols (Figure 2) where appropriate and pupils to respond as required.

For English and Maths books this “light feedback and marking” must be “live” or after each lesson in order to inform planning and next steps. All other subjects should take place soon after the work has been completed and before the next lesson.

Each subject should provide more than one opportunity for “deep marking” within a unit/topic of work.

The frequency of marking should be appropriate to the subject. See specific information for subject areas where appropriate:

### **English:**

In addition to above spellings, punctuation and grammar should be marked sensitively according to the pupil’s current ability; e.g., the teacher may correct some spellings and then identify two spellings for the pupil to correct.

All pupils should have at least one piece of work marked using “deep marking” per week.

In English each half term is broken down into two genres/topics e.g. Poetry and Newspapers. For each genre/topic pupils should complete an independent write as appropriate and this will be marked using the ‘deep’ marking guidance.

### **Maths:**

In addition to above; marking and feedback in Maths lessons should always include opportunities for “live” marking and where appropriate self and/or peer assessment opportunities. Maths lessons should provide regular opportunities for discussion of answers and strategies to support pupils’ reasoning skills and check and deepen their understanding. Maths lessons should provide interaction and dialogue (between staff and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

All pupils should have at least one piece of work marked using “deep marking” per week and at the end of topic/strand.

### **Drama/Art/Food Technology/Music:**

- In Drama, two pieces of individual evidence (photos or videos) will be uploaded to Solar for each pupil each half-term and used for both evidence and assessment.
- In Art, two pieces of individual evidence (photos or videos) will be uploaded to Solar for each pupil each half-term and used for both evidence and assessment. Videos could be taken to show pupils completing work and demonstrating techniques.

- In Food Technology, two pieces of individual evidence (photos or videos) will be uploaded to Solar for each pupil each half-term and used for both evidence and assessment. Videos taken to show pupils completing work and demonstrating techniques. e.g. kneading.
- In Music, two pieces of individual evidence (photos or videos) will be uploaded to Solar for each pupil each half-term and used for both evidence and assessment.
- Any group photos or videos will be uploaded to SeeSaw and used for internal moderation only.
- This evidence will be uploaded in line with 'digital evidencing of work'.
- Pupils to complete a Microsoft Forms evaluation at the end of the half term.

## **ICT**

- Pupils work to be saved and evidenced within their individual ICT folder on their 'student account'.
- Any completed work needs to have the learning objective and date.
- Pupils will have evidence for every topic covered.

## **Digital evidencing of work:**

We use SeeSaw for our own internal assessment/moderation procedures. As such the photographs/videos produced will remain within the class file stored on the SeeSaw programme. QR codes from these should not be reproduced and put into pupil books due to the potential for GDPR breaches when recording groupwork. Photographs can be used and uploaded onto Solar of individual pieces of work to share with parents/carers, used as evidence for moderation purposes and to assess pupil progress. For subjects such as PE where groupwork is the norm it is understood that it is difficult to use Solar without breaching GDPR and therefore this will be stored on SeeSaw.

When evidence of work has been done digitally, within the books please record this using the appropriate template 'Figure 6'. (These are also available on the staff share under, 'curriculum' and 'teaching and learning templates').

For Key Stage 4, where this evidence is used for external qualifications such as ASDAN, the use of photos and QR codes may be used.

## **Key Stage 4 Qualifications:**

At SSSC pupils complete a variety of qualifications including ASDAN, Prince's Trust, Entry Levels, Functional Skills and GCSEs.

Staff should provide feedback to assessment tasks in line with specifications e.g. when completing OCR Entry Level Maths Practical Task.

For ASDAN and Prince's Trust qualifications, staff should continue to provide feedback in line with SSSC expectations, this includes 'light marking' and 'deep marking'. For these qualifications 'deep marking' should take place at least once, for each objective.

### **Related School Policies**

- Assessment Policy
- Appraisal Policy
- GDPR

### **Monitoring and Review of this Policy**

Middle Leaders and Faculty Leaders will monitor marking and feedback through observations, learning walks and Book Looks.

The Senior Leadership Team will be responsible for the implementation of this policy



**Figure 2:**

Feedback symbols (information for staff only)



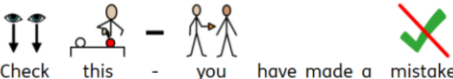
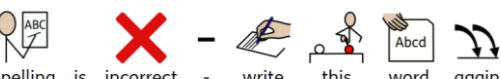







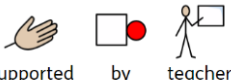
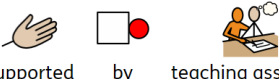

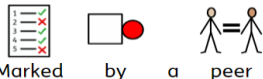

Symbol	Meaning
✓✓	Particularly impressive or well thought out sentence, piece of writing, use of vocabulary, answer etc.
✓	This indicates something is correct or well done.
○	Place a circle/ring around a mistake to indicates something is wrong and needs correcting. E.g. in Maths they put a 3 instead of 8
SP _____	Underlining a word indicates a spelling needs correcting. This shouldn't be every incorrectly spelled word but should reflect the pupil and their current levels. EG: a key word that they should know, or a topic word that is on the working wall. Corrected by the pupil in purple pen or through feedback.
( )	Brackets around a sentence indicates this sentence or phrase does not make sense and needs editing. Pupils to respond to this underneath the piece in purple pen.
^	Indicates a missing word or letter in a sentence, word or phrase. Pupils to respond to this in purple pen or through feedback
//	New paragraph
/	Needs a gap between two words
EBI	'Even better if' is a challenge given to pupils, when appropriate, to further challenge and extend learning. It could be written in individual books or, if more than one pupil has the same EBI, written on a PowerPoint for pupils to respond to in purple pen in their books. All EBIs should then be responded to by teachers either by way of a tick or further support. See Critical Thinking Skills (Figure 4) for more ideas to support and further learning.
WWW	What Went Well – Making personal comments to the pupil about what they have done well that lesson in relation to the work they produced.
I	Work completed independently
T	Work has been supported by a teacher
TA	Work has been supported by a teaching assistant
SA	Self-assessed. Marked by pupils themselves.
PA	Peer-assessed. Marked by another pupil.
VF	Verbal Feedback has been provided.

### **Figure 3**

Feedback symbols for pupil books:

<b>Symbol</b>	<b>Meaning</b>
✓✓	Your work is fantastic.
✓	The answer is correct or this work is good.
○	There is a mistake that you need to correct by yourself or with support.
SP _____	This word is spelled wrong and you need to correct it by yourself or with support.
( )	This sentence doesn't make sense. You need to correct it underneath your work by yourself or with support.
^	You have missed a word or a letter in your work. You need to correct it by yourself or with support.
//	You need a new paragraph.
/	You need a gap between two words.
EBI	'Even better if' – your EBI could be written in your book or on the board. Answer it in purple pen by yourself or with support.
WWW	What Went Well - in your work
I	You did your work by yourself.
T	You did your work with help from a teacher.
TA	You did your work with help from a teaching assistant.
SA	Marked your own work.
PA	Another pupil marked your work.
VF	Verbal Feedback has been provided.

**Figure 4**  
Feedback Symbols for pupils books (adapted version)

✓	 Correct, good work
✓✓	 Amazing work!
○	 Check this - you have made a mistake
SP	 Spelling is incorrect - write this word again
( )	 This sentence doesn't make sense, write it again
^	 You have missed a word or letter
//	 You needed to start a new paragraph
/	 You have missed finger spaces
EBI	 Even better if
WWW	 what went well
I	 Independent
T	 Supported by teacher
TA	 Supported by teaching assistant
SA	 Marked by myself
PA	 Marked by a peer
VF	 Verbal feedback given

**Figure 5:** Critical Thinking Skills

## Critical Thinking Skills

<p><b>1</b></p> <p><b>Knowledge</b></p> <p>Identification and recall of information</p>	<p>define fill in the blank list identify</p>	<p>label locate match memorize</p>	<p>name recall spell</p>	<p>state tell underline</p>
	<p>Who _____?</p> <p>What _____?</p> <p>Where _____?</p> <p>When _____?</p>		<p>How _____?</p> <p>Describe _____.</p> <p>What is _____?</p>	
<p><b>2</b></p> <p><b>Comprehension</b></p> <p>Organization and selection of facts and ideas</p>	<p>convert describe explain</p>	<p>interpret paraphrase put in order</p>	<p>restate retell in your own words rewrite</p>	<p>summarize trace translate</p>
	<p>Re-tell _____ in your own words. What is the main idea of _____?</p>		<p>What differences exist between _____? Can you write a brief outline?</p>	
<p><b>3</b></p> <p><b>Application</b></p> <p>Use of facts, rules, and principles</p>	<p>apply compute conclude construct</p>	<p>demonstrate determine draw find out</p>	<p>give an example illustrate make operate</p>	<p>show solve state a rule or principle use</p>
	<p>How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?</p>		<p>Do you know of another instance where _____? Could this have happened in _____?</p>	
<p><b>4</b></p> <p><b>Analysis</b></p> <p>Separating a whole into component parts</p>	<p>analyze categorize classify compare</p>	<p>contrast debate deduct determine the factors</p>	<p>diagram differentiate dissect distinguish</p>	<p>examine infer specify</p>
	<p>What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.</p>		<p>How does _____ compare/contrast with _____? What evidence can you present for _____?</p>	
<p><b>5</b></p> <p><b>Synthesis</b></p> <p>Combining ideas to form a new whole</p>	<p>change combine compose construct create design</p>	<p>find an unusual way formulate generate invent originate plan</p>	<p>predict pretend produce rearrange reconstruct reorganize</p>	<p>revise suggest suppose visualize write</p>
	<p>What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?</p>		<p>What solutions would you suggest for _____? What might happen if you combined _____ with _____?</p>	
<p><b>6</b></p> <p><b>Evaluation</b></p> <p>Developing opinions, judgements, or decisions</p>	<p>appraise choose compare conclude</p>	<p>decide defend evaluate give your opinion</p>	<p>judge justify prioritize rank</p>	<p>rate select support value</p>
	<p>Do you agree that _____? Explain. What do you think about _____? What is most important?</p>		<p>Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?</p>	

**Figure 6**  
**SeeSaw and SOLAR evidence slips**



**SeeSaw evidence**

Photo evidence  Video evidence



**SeeSaw evidence:**

**Date:**

**LO:**

Photo evidence  Video evidence



**SOLAR evidence**

Photo evidence  Video evidence

File upload



**SOLAR evidence**

**Date:**

**LO:**

Photo evidence  Video evidence

File upload