

Swanwick School and Sports College



Marking and Feedback Policy

Initial Date	Reviewed	Next Review
September 2023	May 2024	September 2024

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:

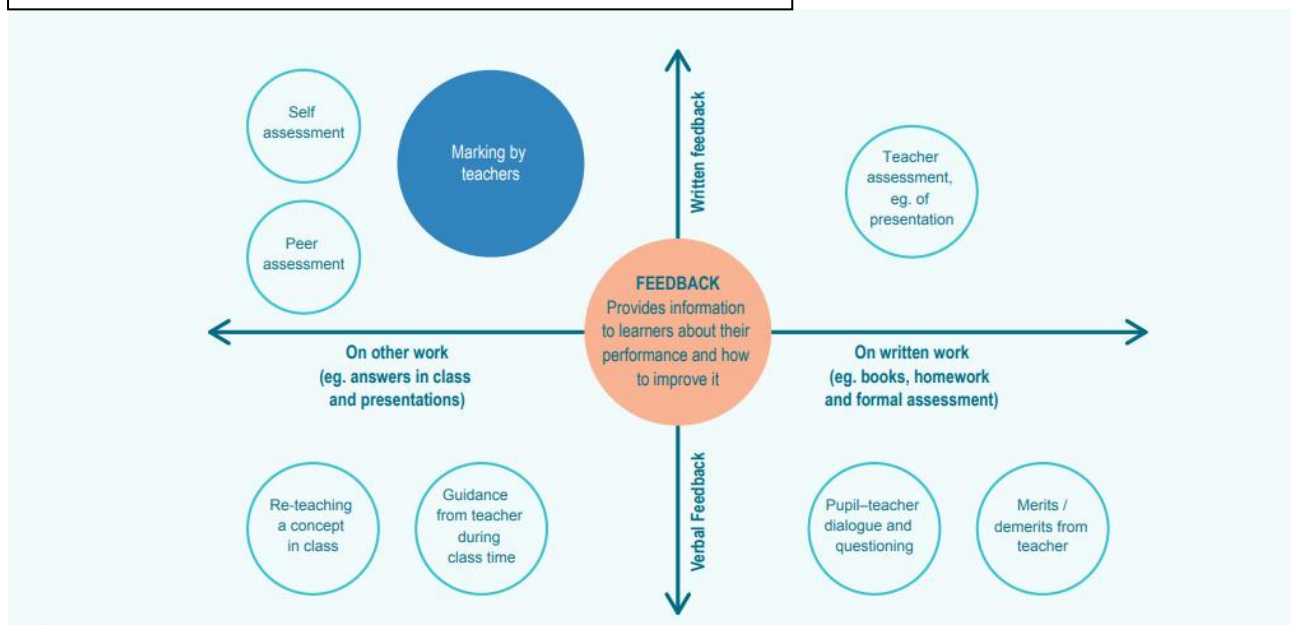
- ***Meaningful:***
It should vary by age group, subject and what works best for the pupil and teacher. It should aim to work with teachers to create an environment where pupils want to receive feedback and view making mistakes as part of the learning process. It should be carefully planned to ensure 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.

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

Self and peer 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.

In Maths ‘deep marking’ should be done at the end of each week/fortnight as the topic/strand changes.

Drama/Art/Food Technology:

- In Drama, video/photo evidence will be taken of the group and individuals. (at least 4 pieces of individual footage for assessment per half term)
- In Art, video/photo evidence will be taken of individual work. Videos could be taken to show pupils completing work and demonstrating techniques.
- In Food Technology, video/photo evidence will be taken of individual work each lesson. Videos to be taken to show pupils completing work and demonstrating techniques. e.g. kneading.

- This evidence will be uploaded to the School's Shared Drive and SOLAR as appropriate in line with the Assessment Policy.
- The evidence needs to be labelled with the learning objective.
- SSSC evidence pages to be downloaded and placed into pupil's theme folder under the correct term and subject.
- An evaluation page to be completed (Figure 6 shows an example) and placed within the Theme folder on the Share Drive.
- Pupils to complete a Microsoft Forms evaluation at the end of the half term.

Media:

- Pupils work to be made available through their individual Theme folders on the server.
- Completed work needs to be evidenced with the learning objective.
- The School's Shared Drive is to be used to record any presentations completed (e.g. PowerPoint Presentation).
- SSSC evidence pages to be downloaded and placed into pupil's theme folder under the correct term and subject.
- An evaluation page to be completed by staff (Figure 6 shows an example) and placed within the Theme folder on the Share Drive.
- Pupils to complete a Microsoft Forms evaluation at the end of the half term.

Digital evidence of work:

At SSSC where pupils work has been photographed/videoed/recorded using technology including See-Saw/SOLAR this may be evidenced using QR codes or a still image within pupils work as long as consent has been given. Staff to use RM Integris or check with SLT if they are unsure. No QR codes or images to be used in any books if consent has not been granted. QR codes can still be used for qualifications.

Related School Policies

- Assessment Policy
- Appraisal Policy
- GDPR

Monitoring and Review of this Policy

Subject 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

Symbol	Meaning
✓✓	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)



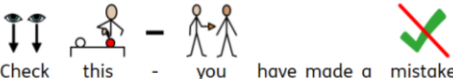
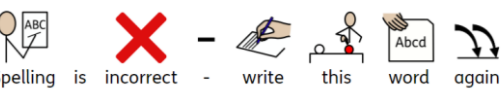







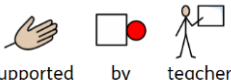
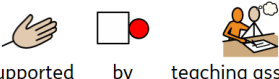

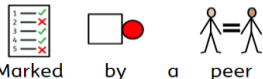

✓	 <p>Correct, good work</p>
✓✓	 <p>Amazing work!</p>
○	 <p>Check this - you have made a mistake</p>
SP	 <p>Spelling is incorrect - write this word again</p>
()	 <p>This sentence doesn't make sense, write it again</p>
^	 <p>You have missed a word or letter</p>
//	 <p>You needed to start a new paragraph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

Figure 5: Critical Thinking Skills

Critical Thinking Skills

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

Figure 6
Example Theme Evaluation Page

Theme – Autumn 1 – Drama – Y8

'Black History'

During Drama lessons this half term pupils have been studying the topic 'Black history'. During these lessons they have been taught what Black History is and how it has changed over the years, up until today. We have concentrated on one historical figure in Rosa Parks who helped to change and improve the lives of black people to provide equality.

Pupils have developed skills in performance, character development, projection and stage awareness.

Activities pupils have completed throughout this topic are:

- Developing concentration through a variety of drama games.
- Develop performance knowledge through practice and rehearsal.
- Understand the importance of stage positioning and projection.
- Create small props.
- Used a script to learn lines and create a flow and rhythm to performance.

Pupils' work has been recorded and evidenced on the School's Shared Drive and SOLAR.