



Marking and Feedback Policy 2019/20

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Marking and Feedback Policy

The purpose of marking and feedback within the school is to maximise progress and enable all pupils to become better learners. Assessment involves an understanding of both the formative process, when we ask what, why, when and where do pupils learn and the summative process when we recognise what they have learnt. To achieve these aims “The Whole School Marking and Feedback Policy” adheres to the principles outlined below. These principles recognise the needs of the different groups of people who will be using the system, namely the pupils, teachers and parents.

Whilst different subject areas will have their own requirements that determine certain aspects of marking and feedback, there are some common principles and practices to which all staff should adhere.

The Purpose of Assessment

The main purposes of marking and feeding back on pupils' work are:

- a) To assist with improvement of learning and to contribute to a culture of independent and reflective learning.
- b) To give pupils the best possible preparation for the next stage of their lives.
- c) To provide pupils and teachers with the information and opportunities needed to provide quality learning opportunities.

From this arise some common principles of assessment:

Common Principles of Assessment

- a) It should be regular and frequent;
- b) It should accentuate, where possible, the positive;
- c) It should offer constructive advice which will enable successful future learning and inform decisions about the teaching of individuals and groups;
- d) It should be meaningful to pupils;
- e) It should take account of the needs of pupils at different stages in their school careers.

This policy sets out our **minimal** expectations.

Learning should be supported through feedback

At the Amber Valley and Erewash support Centres we use a system called 'Green For Good and Pink To Make You Think' when marking and feeding back on pupils work. This system encourages pupils to think about how their work can be improved and requires them to take the next steps needed to improve their learning. The expectation is that teachers will provide pupils with written comments, showing pupils where they need to go next in their learning and allow pupils time to respond to feedback.

Work is marked against the lesson objectives set by the subject teacher. If a pupil has achieved the learning outcome required that is displayed with a double tick.

All teachers will mark pupil work using a green and a pink highlighter.

The green highlighter will show where there is good work. Teachers will add in a comment that explains why the work is good. Green comments should be in pupil language, focussed on learning and not simply presentation. Well done 😊 is not sufficient. A green pen is also used to handwrite additional comments.

The pink highlighter will show where improvements need to be made in the work. Teachers will add a comment that explains the improvement needed to pupils, these comments should be specific and will often take the form of questions that the pupil will need to answer.

Literacy should be included in pink marking.

Teachers will mark for spelling, correct use of capital letters and full stops. A maximum of 5 SPAG corrections should be highlighted in any piece of work.

The SPAG error should be highlighted in pink. The following systems should be used:-

sp:	a word underlined means that pupils must check and correct the spelling themselves. The teacher then writes spx3 at the bottom of the work along with the words to be spelt.
c:	Means that a capital letter has been misplaced or is missing.
fs:	Means that a full stop is missing.

Pupils will respond to the teachers marking for SPAG in a red pen. Pupil responses should demonstrate a correction in their work.

For spellings the whole word should be highlighted, for missing capital letters the individual letter should be highlighted and for full stops the space should be highlighted.

Pupils should reflect on their own learning

Pupils will respond to the teachers marking in a red pen. Pupil responses should demonstrate progress in the work.

The expectation is that teachers will plan for pupils to have these opportunities in lessons.

When pupils respond to marking and feedback they should:

- 1) Answer all pink questions set by teacher
- 2) Act on specific instructions
- 3) Correct SPAG errors in the following ways.
 - sp - write outward 3 times
 - c - Correct capital letter errors
 - fs - add in missing full stops.

Summative Assessment

As well as on going assessment in the classroom staff should assess pupils' work once a half term against national curriculum criteria, grade descriptors and AVESC subject assessment criteria.

At the Amber Valley and Erewash Support Centres we believe:

- Pupils should know clearly the standards they are aiming for
- Know what the standard they are aiming for looks like
- Pupil learning should be supported through feedback

Summative assessment must happen **at least** once every half term, feedback to pupils should include a **level or grade** using AVESC assessment criteria **or a level/grade based on the awarding bodies criteria e.g. Functional Skills Level 1.**

Identifying who has marked work:

This table identifies who has marked the work and the abbreviations that will be used:

Key	
SM	Pupil has self-marked their work
PM	Peer has marked work
CT	Class teacher has marked work
TA	Specialist Teaching and Learning Assistant has marked work
VT	Verbal conversation has taken place between pupil and teacher

Examples of work using the policy:

Tuesday 29th April 2014

Communication in Business

sp. business Communication is when a **business** gets information across to a person or a group of people. e.g. **when a person is sacked.**

There are 3 key terms in communication:

Good definitions

- Transmitter - The person sending the message
- Recipient - the person receiving the message
- Medium - how the message is sent

Type of communication	medium	Advantages	Disadvantages
Verbal	<ul style="list-style-type: none">- phone calls- presentations- face to face conversations- meetings	Quick to inform people and to ^{get} feedback	No permanent record or information. (people forget)
Written	<ul style="list-style-type: none">- letters- memo- e-mails- faxes- report- noticeboards	Permanent record - people can re-read the information	Feedback or answers can be difficult to obtain.
sp. summarised Visual	<ul style="list-style-type: none">- websites- charts- posters- body language	Complicated information can be summarised so the message is received quickly	People can interpret images in different ways.

Good work Laura. You have shown a thorough understanding of the different types of communication in business and their advantages and disadvantages.

Can you give me a more positive example of communication in a business? A manager meeting with an operative in the business to say well done for meeting a target and giving a bonus payment.

A fax is quite a dated method of written communication. What is a fax? How does it work? Why do you think businesses still use them? A fax is a way of transferring a written document from one place to another quickly when the places are not nearby. The fax machine encodes the writing on the paper, sends it over a telephone line and decodes it at the other end printing it out on paper. Business may still use them if they do not have e-mail and can't send attachments.

Business

- Business
- Business
- Business

Summarised

- Summarised
- Summarised
- Summarised

