

Marking and Feedback Policy



Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.

Approved by:	Governing Body	Date: June 2024
Last reviewed on:	June 2024	
Next review due by:	June 2025	

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to marking and feedback
- Establish a consistent and coherent approach to recording feedback

2. Ofsted and guidance

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils. Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for ISP School to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers. If it is necessary for inspectors to identify marking as an area for improvement for ISP School, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

3. Marking and Feedback

3.1 Guidance

All adults writing in books will model neat and legible handwriting in green or pink pen. It is expected that staff feedback in English, Maths and Science books for each piece of work completed. Indication of pupils who have achieved elements of the steps or who have achieved the TBAT will be highlighted in green.

Any highlighting in pink is to indicate what the pupil may need to develop further, grammatical mistakes, spelling mistakes or to address any misconceptions. A maximum of 3 spelling mistakes per lesson should be identified, written at the bottom of the page and practised by the pupil 3 times.

Feedback Key	
	Work that meets TBAT or Steps
	Misconceptions or errors
I	Independent
WS	With Support
VF	Verbal Feedback
GW	Group Work
PF	Peer Feedback
SA	Self-Assessment
Sp	Spelling Mistake

3.2 Types of Feedback

Instant Feedback

Wherever possible, feedback will be given to the child at the point of learning. Pupils' work should be annotated when verbal feedback is given either in words or by underlining areas for improvement. The feedback given should be identifiable from the pupil's improvements. This feedback will be completed in green pen.

Peer-Feedback and Self-Reflection

Peer Feedback and Self-Reflection is an integral part of marking and feedback at ISP School, and it should be encouraged in all lessons in some form. This may be achieved through annotations in books, or by discussing what went well during the plenary of a lesson.

4. Marking and Feedback

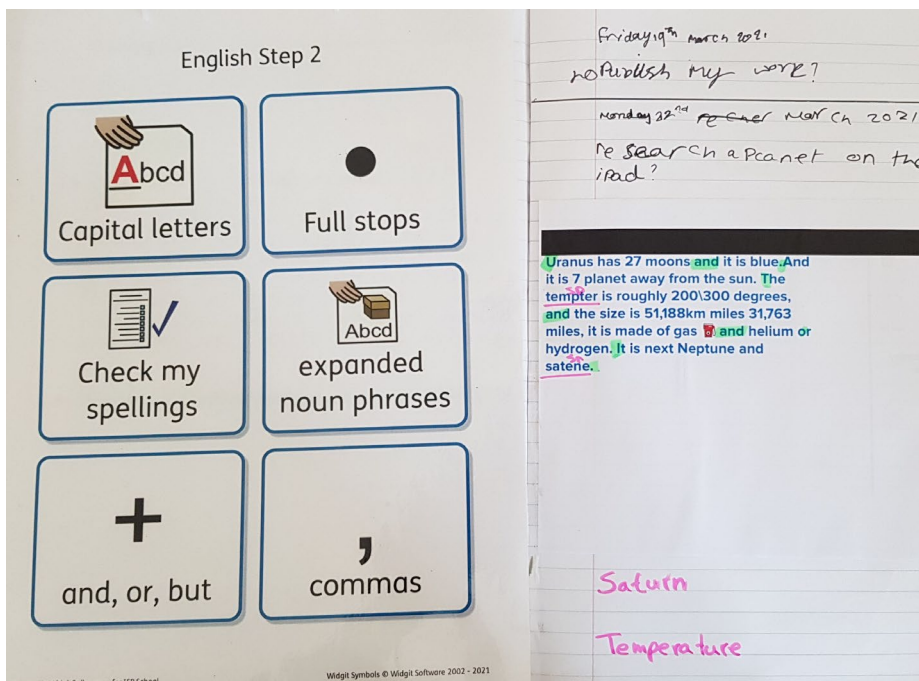
4.1 Presentation

Pupils will write the date in the short format in Maths e.g. 25.21. and in long format in English and Topic books e.g. Wednesday 25th February 2021. The date and TBAT will be underlined with a ruler.

Pencil should always be used in Maths books, and for all drawing or diagrams in other subject areas.

Where activity sheets are used, these should be trimmed down and stuck into books rather than folded. This means that children can easily see their work and any feedback that has been given by an adult

4.2 Examples




Personalised steps are attached to pupils' books. The green highlighting is linked to the pupils' targets and/or the lesson's TBAT. Spelling mistakes are underlined, annotated with sp and then rewritten correctly at the bottom of the page.

Grammatical and spelling mistakes are marked with a pink highlighter or pen.

Green highlighting is used to celebrate targets achieved linked to the pupils' TBAT.

1) Don't compose a story (cats) play



Macavity: The Mystery Cat! Can you change these pairs of sentences into one, using a relative clause? Don't forget to use commas to separate the clauses!

e.g. The cat is always found far from the crime scene. He is very fast on his feet.
 The cat, **who is very fast on his feet**, is always found far from the crime scene.

- Macavity is sought by the police. He is tall and thin.
 Macavity, **who is tall and thin**, is sought by the police.
- The Admiralty are convinced Macavity is guilty. Their papers have been lost.
 The Admiralty, **whose papers have been lost**, are convinced Macavity is guilty.
- The greenhouse is completely broken. It is in the garden.
 The greenhouse, **that is in the garden**, is completely broken.
- The larder is empty. All the food is kept there.
 The larder, **where all the food is kept**, is empty.

Can you make up some sentences of your own about Macavity like this? Use the relative pronouns **which, who, whose, where**.

were :-

People are chatting to each other
 Macavity enters and sits down.

Judge: Silent, silent in the court. He looks at Macavity in disappointment and sighs.

Lawyer: were you or were you not in the greenhouse when it got broken?
 Macavity: NO! (he grins slyly...) I was doing revision and was away.
 Lawyer: YES YOU WERE! (chases whistles rattling an macavity) we saw a lock of hair you're sure in there.

Macavity: How do you know it's mine! (he sees standing up)
 Judge: please sit down Macavity. (he sits down.)
 (Macavity sits down in a hush.)

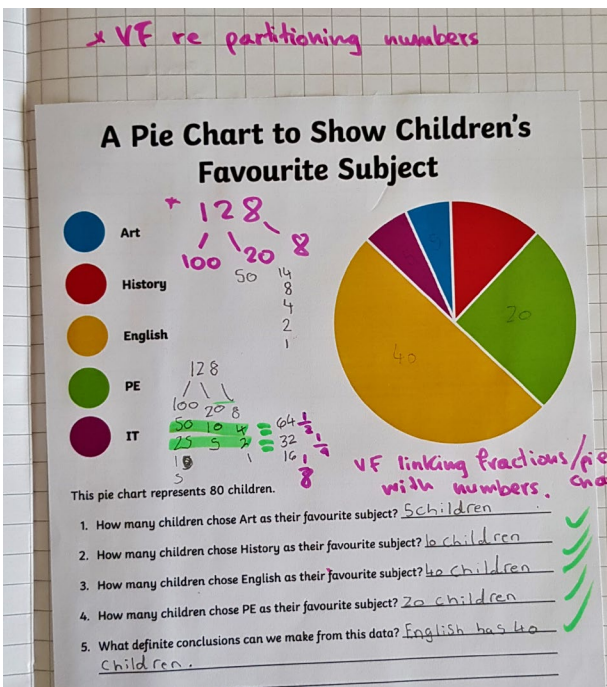
Lawyer: we have DNA tests, just to answer your question (he sees with a grin)

Judge: blinks! (bangs his hammer 2 times) take him away!

Macavity: NO!
 (The police take him away.)

Lawyer: yes (he sees sightedly)

So many scribbles!



Verbal feedback (VF) is marked with a pink highlighter to display the nature of the feedback.

WALT explore the earth using Google Earth. Date: 26.04.21

Activity A

- Name two countries next to Spain. Portugal & Andorra ✓
- Name two countries next to Egypt. Sudan & Libya ✓
- Name two countries next to India. Sri Lanka & Iran ✓
- Name two countries next to Greece. Bulgaria & Iran Italy ✓
- Name two countries next to Sweden. Norway & Finland ✓
- Name two countries next to Peru. Colombia & Bolivia ✓

Activity B

- What is the distance between UK and France? 827 km ✓
- What is the distance between UK and Poland? 6324 km ✓
- What is the distance between UK and India? 7,383 km ✓
- What is the distance between UK and Australia? 16,995 km ✓
- What is the distance between UK and Russia? 5,573 km ✓

During a topic lesson, the first letter of the countries of Andorra, Finland and Bolivia have been marked with a pink dot, enabling the pupil to correct them using capital letters.

5. Roles and responsibilities

5.1 Governors

Governors are responsible for:

Holding school leaders to account for improving pupil and staff performance by analysing quality and impact of feedback.

5.2 Head Teachers

The Head Teacher is responsible for:

Ensuring that the policy is adhered to, and

Monitoring standards in core and foundation subjects.

5.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

Every time this policy is reviewed by the Leadership Team, it will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Leadership Team is responsible for ensuring that the policy is followed.

The leadership team will monitor the effectiveness of assessment practices across the school, through:

- Book moderations once every other term in all core subjects
- Termly lesson observations
- Book scrutiny's

11. Links with other policies

This assessment policy is linked to:

Curriculum policy

Assessment Policy

1	
2	Policy review – Jan 2022
3	Policy review – July 2022
4	Policy review – June 2023
5	Policy Review – July 2024