



## Marking and Feedback Procedure

*This procedure should be read in conjunction with the Assessment, Recording and Reporting Policy, Teaching, Learning and Assessment Policy and subject policies.*

*It also is written in line with the principles in the report of the Independent Teacher Workload Review Group: Eliminating unnecessary workload around marking (2016)*

### Principles

Marking of work and feedback should be viewed as a constructive process, celebrating success and recognising achievement. Pupils should feel positively supported to make mistakes and learn from these, building resilience. The school subscribes to the concept that less teaching and more feedback is the key to achieving greater learning.

- It is embedded as an essential part of teaching and learning as a meaningful, shared dialogue between adult and pupil.
- It involves sharing learning goals with pupils and other adults.
- It helps pupils to know and to recognise the standards they are aiming for. It involves pupils in peer and self-assessment.
- It provides feedback which leads to pupils being aware of what they have done well, recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It informs the teacher of the support needed and the engagement of the pupil in the learning, so that future planning can be developed and adapted to meet the needs of the individual and groups of pupils
- It involves both teachers (and other adults) and pupils reviewing and reflecting on assessment data.

### Context

- The pupils at John Chilton School have a wide range of learning needs and are at different stages of learning. Marking and feedback must take this into account in order for the process to be meaningful. Oral feedback through facilitation, narrating, questioning and praise is correct and appropriate; for practical activities and pupils working at an early level of development.
- The school recognises that different groups of pupils and subjects require diverse approaches to marking and feedback; the embedded process of continuous and varied feedback being the priority as opposed to a set school approach, rather the approach meets the needs of the pupil to deepen learning.
- Stickers, stars, verbal praise and group celebration of achievements in the class are all important elements of marking pupils' work.
- Teachers and appropriate adults will use a range of assessment methods in their lessons including; teacher assessment, peer assessment and self-assessment.

### Feedback

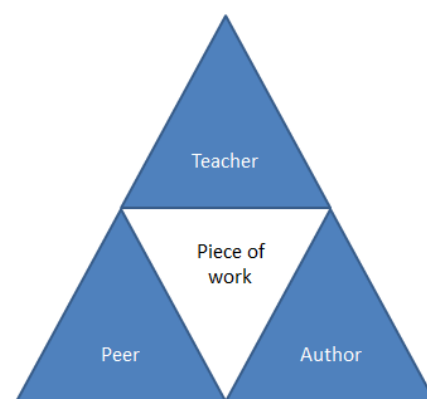
Feedback as assessment for learning is a continual part of a lesson and involves adults and pupils. Checking in and oral feedback from adults is embedded within every learning opportunity and promoted as an effective and efficient method of improving learning. Formative feedback focussed on success criteria ensures that pupils learn that making an effort leads to success and improvement

## Peer and self-assessment

Peer and self-assessment is also seen as a priority and pupils are actively encouraged to reflect on their own and each other's learning. Due to the significant learning needs of many of the pupils, an important part of teaching and learning is to develop self and peer-assessment skills in our pupils.



- To improve learning, it is an approach that engages pupils with the quality of their work and helps them reflect on how to improve it
- Pupils are supported in developing self-reflection and critical thinking skills that will help them throughout life
- Pupils are helped from an early age to believe that they can develop their intelligence by:
  - Making an effort; and
  - Using the right techniques or strategies in their learning



## Marking of written work (if appropriate for draft certificated work)

Assessment for learning marking will be appropriate; comments will be meaningful and pupils supported in understanding them. Marking of a piece of work will be flexible and individualised to the pupil as to how much is corrected and commented on. Pupils' work will not be over-marked, but should be focussed on a specific identified need.

Marking of curriculum work will focus on literacy and the subject being taught. This may include comments on speaking and listening, reading or writing as appropriate to the age and developmental and/or cognitive abilities of the individual pupils. The literacy focus should be in line with the pupil's literacy target. Marking of spelling mistakes will focus on the high frequency words or focussed spellings for the week. General literacy marking will also focus on capital letters, full stops and punctuation relevant to the pupil's age and level of ability.

The last step noted will be reviewed by the teacher and additional sessions planned if needed.

The marking of practical activities will be done using post-it notes or subject formats.

Marking the work should be carried out alongside the pupil as often as possible. Different individuals may be the focus in lessons through the week. Feedback should always be given in the next lesson.

Corrections, omissions, mistakes will be discussed and a comment given. There is no regulation colour.

Test or assessment work will be photocopied for full marking. The pupil will receive back their original work with useful comments as usual.