



THE  
**ALPHA**  
SCHOOL

**MARKING AND FEEDBACK  
POLICY**

**2020/2021**

## Marking and Feedback Policy

This policy sets out how the use of effective marking, feedback and response is consistently utilised across The Alpha School to benefit all children.

### 1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to students regarding their work, in order to maximise progress and to support them in becoming effective, independent learners.

Effective marking and feedback are integral to good teaching and learning processes. By empowering students to be actively involved in their learning journey, it enables them to understand their strengths and areas development, which lead to accelerated progress. Marking is linked to the objective tracking and curriculum objectives in the National Curriculum and MOE Curriculum Framework.

Effective marking and feedback aims to:

1. Inform the student what they have done well and what their next steps are (using Bloom's Taxonomy).
2. Support confidence in learning and contributes to accelerated progress.
3. Develop the 'whole' child. A holistic approach is adopted when feedback is given.
4. Support teachers' assessment knowledge of each student as part of thorough assessment for learning, in order to plan and refine next steps in learning.
5. Develop consistent processes across the school to teach students to respond to feedback, peer- and self-assess and evaluate their own learning.

### 2. Processes

Four types of marking and feedback occur during teaching and learning at Alpha School:

i) **Teachers' on the spot marking during lessons** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of students' work.

iii) **Developmental Marking** in which feedback on attainment and success is given and response from students is required to strengthen the teaching and learning process, in order to challenge children to greater depths of knowledge and understanding.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

### 3. Procedures for Marking

All marking is to be carried out via Seesaw, following the upload of work by children after each lesson.

*The marking code is to be followed in all cases.*

All students' work is to be at least 'light' marked by the Teacher or Support Staff.

In all subjects, at least 1 piece of work, per student should be developmentally marked in depth per week.

Following the completion of End of Unit/Topic Assessments, teachers should set children one/two academic targets, to enable them to understand how they can improve academically and highlight their next steps.

#### **In developmental marking:**

The identification of areas for specific improvement/extension, will be highlighted by the class teacher so each child is aware of their next steps. Bloom's Taxonomy questions are utilised by teachers to either consolidate children's understanding or to push them to greater depths of knowledge.

Children are expected to follow-up and respond to marking and feedback on a regular basis. Teacher must provide time within lessons for children to respond to their marking. It is then expected that teachers will check and mark this response.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the child's stage of development. If a response is required for spelling, no more than 3 spelling corrections for a piece of work will be given.

Teachers are encouraged to use their developmental marking to feedback to children at the start of the following lesson. For example, a teacher may cover a common misconception that children had, at the start of the following mathematics lessons.

Teachers are encouraged to use more than one developmental marking per subject per week, if they feel necessary to the children's needs.

#### **Self-assessment:**

Self-assessment will take place throughout lessons to enable children to be involved in assessing their own learning. Teachers are encouraged to consistently use their own approach and keep this varied, so children are engaged within the process. Children's self-assessment should be utilised by class teachers to gauge children's confidence on the learning objective taught. This will enable the teacher to modify the curriculum when necessary to ensure children are confident in applying their knowledge and understanding.

#### **Peer-Assessment:**

At Alpha School, peer-assessment is used to enable children to provide constructive feedback to their peers. We firmly believe that through peer-assessment, children gain a deeper understanding of the concepts taught in the lesson. This deeper understanding of the success criteria enables children to further enhance their critical thinking skills.

We understand that for this process to be embedded successfully, children need to be modelled and taught the process of identifying and using the success criteria. Teachers are encouraged to model this scaffold this process throughout lesson to enable children to become effective in using peer-assessment.

#### **4. What is effective marking?**

Effective marking is a key tool in providing feedback to students. It should clearly indicate what the children can do well and what their next steps are. It also forms part of formative assessment, which teachers track on the objective trackers in children's books (Reading, Writing, Mathematics and Science). Teachers utilise this information to upload objective achievements on Learning Ladders, which then enables to skilfully use the Gap analysis tool to modify and personalise the curriculum to individual needs.

In non-core subjects, teachers use their marking to help them form end of term judgements, that are uploaded onto Learning Ladders. This ensures attainment and progress are measured throughout the year in all subjects.

We believe effective marking should:

- prompt an effective response from students so to improve quality of work or reinforce learning.
- maintain challenge for individual students yet be easily executed and brief in nature.
- Enable students to understand how they can attain better within a subject.
- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking.
- Address/explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

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

The Deputy Head of Primary is responsible for updating and reviewing the above policy. The lead must inform the Principal of any changes to the policy, which in-turn must then be updated with all staff.

**Created:** 14<sup>th</sup> August 2019

**Reviewed:** 22<sup>nd</sup> August 2020, 6<sup>th</sup> June 2021

**Next Review:** June 2022

Signed.....Date.....

**School Principal**

Signed.....Date.....

**Chair of Governors**