The Priory School:
Effective Marking and Feedback Policy

We have a consistent approach to marking and feedback and therefore have a school marking and feedback policy and a marking code. All pupils are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process.

'Feedback is one of the most powerful influences on learning and achievement'

Aims

We give feedback and mark pupils' work in order to:

- Show pupils that we value their work and encourage them to do the same
- Boost self-esteem and aspirations through use of praise and encouragement, and contribute to accelerated learning.
- Give pupils specific information on the extent to which they have achieved the learning question, success criteria and lesson outcomes; understand how to further improve their work; challenge and extend pupils understanding and skills.
- Check whether pupils have achieved the learning question, identify misconceptions and use this information to inform future planning
- Share expectations
- To inform the individual tracking of progress
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Three types of marking and feedback occur during teaching and learning at the Priory School:

1) **Daily marking of work,** acknowledging and recognising attainment and/or progress, success and/completion of pupils' work.
2) **Developmental feedback** in which incisive feedback on attainment and success if given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
3) **Self and peer-assessment** of the attainment and success of a piece of work.

Procedures for daily marking

- All pupils work is to be at least marked daily by Teacher or Support Staff, no work should go unmarked.
- All marking is to be carried out in green or pink pen, as outlined in the policy.
- All work must be marked in relation to the learning question and success criteria.
- When identifying specific success, the respective work in pupils' book will be identified with a tick; by underlining or by highlighting.
- All marking is to be done in a clear legible hand.
- The marking code is followed in all cases.
- The marking code should be accessible to all learners in the learning environment.

Procedures for Developmental Feedback

In order for pupils to improve it must be clear, to them, what they can achieve and what needs improving.

- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.
- For other subjects, at least 1 piece of work per pupil should be developmentally marked in depth per term.
- Additional developmental marking may also be used as a strategy to support pupils who are in need of acceleration.
- When identifying specific success, the respective work in pupils' book will be identified with a tick or by highlighting (in green). The corresponding comment will highlight specific aspects of success.
- When identifying area for specific improvement the respective work in pupils' book will be identified by underlining, circling or by highlighting (in pink). The corresponding comment will identify where mistakes or misconceptions lie and demonstrate how work can be improved.
  or
- When identifying an area for specific extension the respective work in pupils' book will be identified by underlining, circling or by highlighting (in pink). The corresponding comment will identify where further understanding can be explored, to deepen learning and further extend higher order thinking.
- There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. Such tasks must be completed by pupils.

To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.

Self-assessment

All self-assessment is to be carried out in a purple pen.

Pupils are encouraged to assess their work against the learning question and success criteria. A teacher may utilise different tools and/or techniques, of their choosing, when carrying out self-assessment with pupils. The marking code must be followed in all cases.

Peer-assessment

All peer-assessment is to be carried out in a purple pen.

Pupils are encouraged to assess a peer's work against the learning question and success criteria. A teacher may utilise different tools and/or techniques, of their choosing, when carrying out self-assessment with pupils. The marking code must be followed in all cases.

Responding to comments

When pupils respond to comments, the marking code must be followed, so that it is clear they have been completed. If this is verbal it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

The Priory School:
Effective Marking and Feedback Policy

In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

Other Principles

- No work should be marked with a cross.
- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their learning there and then. These comments should be noted in pupils' workbooks and may be included as part of developmental feedback required by the teacher.
- A well-done point should be given for exceptional effort or producing of a good piece of work. Teachers may also wish to utilise well done points if pupils positively respond to developmental feedback.
- The learning question and date should be written on every piece of work either by the pupil or member of teaching or support staff.
- Marking and feedback should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning. Pupils will be given time to: make improvements; complete corrections; complete extension activities.
- In KS4, pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination level e.g. Entry Level 1 or Higher Level 2.

Effective Marking and Feedback Code

All marking is to be carried out in a **green pen**.

All self or peer-assessment is to be carried out in a **purple pen**.

Each piece of work should be marked using the following code.

● (green)	Excellent! You have independently achieved and made progress against the learning question and success criteria.
● (orange)	Well tried! You made some progress against the learning question and success criteria. You may have had support from an adult.
● (red)	Well tried! You found this difficult. Unfortunately, you haven't understood or made progress against the learning question and success criteria. I will help you with this.

(I)	Independent work (I did it myself)
(S)	Supported work (Somebody helped me)
(WP)	The teacher or support staff has talked to me about my work.

(green highlight)	Identified success.
(magenta highlight, underlined)	Identified area for revision
(magenta highlight)	Identified area of extension

(SA)	Pupil identifies their self-assessment
(PA)	Pupil identifies their peer-assessment
(RC)	Teacher identifies where a pupil responds to comments

◯	Punctuation mistake
//	Start a new paragraph.
sp	Spelling mistake (underline word.)