



INVESTOR IN PEOPLE

Marking and Feedback Policy

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Related Documents:	

Written Feedback Policy

Feedback at Malet Lambert should be consistent, regular and must evaluate progress with time given for pupils to reflect upon marked work.

To enable pupils to thrive and make sustained progress, they will be provided with:

- Quality written feedback as per departmental marking policies
- Regular feedback and opportunities for pupils to respond to their feedback, creating an ongoing dialogue
- Use of mark schemes to inform pupils of their strengths and areas for development in the lead up to mocks, assessments and GCSE examinations
- Personal feedback to ensure pupils are clear on the progress being made and developments still needed

Written feedback is an integral element of teaching that is as important as the teaching that takes place in the classroom.

Key principles of written feedback at Malet Lambert

As an extension of the differentiated and challenging learning experience in lessons, written feedback is highly personalised for pupils. Written feedback can be an on-going, two-way dialogue between the teacher and pupil, which will be clear within exercise books, folders, homework, assessments and mock exams. The marking of pupils' work will inform them of where they have achieved well and succeed in making progress as well as guiding them to where certain skills must be improved, practised or to identify misconceptions, which must be addressed with pupils to prevent it happening again. This in turn is crucial in informing future planning for staff to address misconceptions and continue to improve pupils' strengths. Written feedback provided by the teacher should be in a form appropriate for the individual pupil, and all pupils must be made aware of the criteria being used for both the production and the assessment of their work.

Written feedback allows both pupils and staff to reflect on the learning that has taken place and informs precise differentiation, challenge and planning for future progress.

When marked work is returned to pupils, time is dedicated for pupils to reflect upon comments and targets, and respond, in turn, to the teacher. Pupils should also be given regular opportunities to assess their own and their peers' work, and have their judgements qualified by the teacher too. Teachers should always record and track pupil progress, to enable accurate reporting and data entry.

Types of written feedback

There are two types of written feedback which teachers and pupils can use to sustain outstanding learning progress:

High quality teacher feedback (see exemplar marking available on our shared network)

Pupil-led self-assessment and peer-feedback - validated and enriched by the teacher's own written comments

Frequency

Year 11 pupils should receive written feedback **weekly**.

Pupils in Years 7-10 should receive feedback at least **fortnightly**.

Teacher Feedback

Staff should mark pupils' work using the following symbols:

WWW (what went well)) This should be a specific positive and personal comment which identifies an area of work that pupils have succeeded in

EBI (even better if...)/ **Q** This should be a specific comment on an area of work that pupils need to improve with clear instructions on how it can be improved or a question directed at the pupil

MAP (MY ACTION POINTS) Time should be given for pupils to reflect upon staff marking and address the areas stated in the **EBI/Q** where appropriate

Marking for Literacy

Marking Symbols

Sp = spelling error

Ss = sentence structure

// = new paragraph needed

P = punctuation error

T = wrong tense

ww = wrong word

? = meaning is unclear

CL = capital letter error

Q = teacher question that needs to be answered

Subject leaders follow a schedule of book looks with a focus on different year groups each time to ensure pupils are receiving quality feedback and are responding to it. Subject leaders feed this back to staff to ensure marking is consistent and promoting pupil progress. Book looks feed into the whole school self-evaluation cycle and Trust KPIs.

Marking and feedback training is regularly provided for teachers throughout the school year and more focused training given to trainees, NQTs, new staff and RQTs. Sharing of best practice is also done within teams to show the expectations for effective pupil feedback.