

TRADITIONAL **VALUES**, CONTEMPORARY **ASPIRATIONS**, CREATIVE **CURIOSITY**



INVESTOR IN PEOPLE

MALET LAMBERT SCHOOL
POLICY STATEMENT
MARKING AND FEEDBACK

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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, making sustained progress, they will be provided with:

- **Quality written feedback on a regular basis personalised two-way teaching and learning dialogue**
- **Consistency to help support their progress and enhanced differentiation through well informed planning Principles of Written Feedback at Malet Lambert**
- **Written feedback is an integral element of teaching, it is as important as the teaching that take place in the classroom.**

The key principles of written feedback at Malet Lambert

As an extension of the differentiated learning experience in lessons, written feedback is fundamentally highly personalised teaching, direct from the teacher to the pupil. It reinforces a crucial working relationship between teacher and pupil.

Written feedback, at its very best, is an on-going, two-way dialogue between the teacher and pupil, and it should be visible as regular and continual in any written medium of work used by the pupils, from folders to exercise books, homework to formal assessments. The marking of pupils' work incorporates the principles of Assessment for Learning and informs the pupil of the next steps needed to make sustained progress as well as the teacher of the next steps required in the teaching process. In this way, written feedback informs teacher planning and pupil progress in equal measure, giving clear, challenging and encouraging targets for improvement, as well as apt indication of where objectives have been met. 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 assessment of their work.

Written feedback allows both parties to reflect on the learning that has taken place and informs precise differentiation for future learning; it should comment, question and instruct as a matter of course.

When marked work is returned to pupils, it is imperative to plan time for pupils to reflect upon comments and targets, and respond, in turn, to the teacher. Written feedback should foster the development of an effective learning relationship. Pupils should 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 pupils 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 year 7-10 should receive feedback at least **fortnightly, or as stated in departmental guidance**.

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 undertake the work sampling of their subject in accordance with the whole school self-evaluation cycle and Trust KPI's. Senior leaders undertake feedback sampling throughout the academic year and feedback to Subject Leaders with their findings.

Training for teachers on marking and written feedback is a key element of future and on-going staff development.

Each department has a context and specific guideline to our marking policy.