Tuition, Medical and Behaviour Support Service

Marking and Feedback Policy - Secondary

Adopted:	28 April 2016
Reviewed:	September 2023
Next Review:	September 2024
Governing Committee:	28 April 2016
Responsibility:	Lisa Garside

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Marking

The **purpose of marking** is to move students forward in their learning.

1. Feedback and marking should be part of a process in which students need to have some involvement.

2. Written or verbal comments made by the teacher should not only link back to the learning objectives, but should also give advice/suggestions/clues on how to "close the gap". It should set the next steps for learning.

   Suggested comments to help students "close the gap":
   - A general comment relating to the learning objective/success criteria
   - A positive comment
   - A reminder prompt, eg "How do you think the dog felt here?"
   - A scaffolding prompt, eg "Describe the expression on the dog's face."
   - An example prompt, eg Choose one of these: "He couldn't believe his eyes." "He ran round the tree stump."
   - Next steps ….

3. Teachers and Teaching Assistants will use a contrasting colour to mark student's work (ideally green).

4. Marking should not be a process whereby every single mistake is annotated unless students are aware that every aspect of their work is being marked, eg in a writing task used for assessment (especially towards the end of a Key Stage).

5. At KS3 and 4, in depth marking, comment, next steps, success criteria, grades where appropriate are given on average once every half term.

6. Peer / self-assessments take place once every half term if appropriate.

Feedback to Students

Students must be given time to address teachers, "closing the gap" comments whether given verbally or in a written format.

KS3 and 4

1 Verbal feedback and written feedback to be given.
2 Response time can be immediate or in the lesson.
3 Constructive feedback given with the next steps.

Marking Key

VF	Verbal Feedback
I	Independent Work
TAS	Teaching Assistant Supported
CTS	Class Teacher Supported
MS	Misconception Addressed
NS	Next Steps
LOA	Learning Objective Achieved

Monitoring and Evaluation

This is carried out by the subject coordinator, centre manager and SLT. It is achieved through:

- monitoring and evaluation of pupils' work
- Book scrutiny
- lesson observations
- monitoring of planning
- Termly SLT monitoring visits

The impact of this policy on staff workload has been considered.

Work Scrutiny Checklist

Date: Centre: Monitored by: Subject:

Work Scrutiny Key Indicator	RAG	Strength	Line of Enquiry/Area for Development
Building on previous learning			
1. Students' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time			
2.There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.			
3. Students' work shows that they have developed their knowledge and skills over time.			
Depth and breadth of coverage			
4.The content of the tasks and students' work show that students learn a suitably broad range of topics within a subject.			
5.Tasks allow students' to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.			
Students' progress			
6.Students make strong progress from their starting points. They acquire knowledge and understanding in a discipline.			
Practise			
7.Students are regularly given opportunities to revisit and practise what they know to deepen and solidify their understanding in discipline.			
8.They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that students have overcome these in future work.			

Key:

■ **Embedded practice observed in line with policy – Much evidence – strong student progress**	■ **Some evidence observed – some points for development and/or further evidence needed – some good student progress**	■ **Area for development – CPD required – student progress is not sufficient**