



Tuition, Medical and Behaviour Support Service

Marking and Feedback Policy - Secondary

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Responsibility:	Alison Harper

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Marking

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

1. Feedback and marking should be part of a process in which children 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 children “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 children’s work (ideally green).
 4. Marking should not be a process whereby every single mistake is annotated unless children 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 Children

Children 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
TAS	Teaching Assistant Supported
CTS	Class Teacher Supported
NS	Next Steps
LOA	Learning Objective Achieved
SCA	Success Criteria Achieved
T	Individualised Target 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.