



International, Inspiring, Incredible

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Author:	Deputy Head Teacher
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Our aim at The British Section, SHAPE International School is to ensure that all children have access to marking and feedback of measurable efficacy that improves their learning, develops their Learning Powers, nurtures their Character Virtues and provides opportunities for self-assessment.

Aims

Effective marking and feedback is used as a tool in the development of every child's robust Learning Powers and fully-realised Character Virtues by supporting self-sufficiency through meaningful opportunities to engage actively in their own learning.

Marking and feedback provides both consistency and continuity of assessment throughout the school and ensures that children have a clear understanding of the British Section's high expectations and a clear pathway to realising those expectations.

The marking and feedback system is a mechanism for powerful formative and responsive assessment.

Through consistent, high-quality marking and feedback, children at the British Section are empowered to progress and achieve through the nurturing of reflective practices which support the improvement of each piece of work.

Celebrating achievement is a vital aspect in developing effective learners, and developing children's self-esteem through praise and valuing their achievements is an integral element of the British Section's marking and feedback philosophy.

Progression and attainment are enabled through effective dialogue, and the marking and feedback practices at the British Section encourage an effective dialogical relationship between teacher and pupil in all phases of the school.

Principles

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by raising or celebrating current achievements and raising self-esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.



- To help teachers to monitor children's progress and to diagnose what has not been understood to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments within the National Curriculum.
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- To identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers.
- To provide opportunities for questioning which deepens children's learning.

Marking and feedback Guidance

Learning Objectives: Every piece of work should be defined by a learning objective phrased as a 'to' statement. Each learning objective must be assessed by both the teacher and child using a single tick to indicate that the child has achieved that learning objective. If the child has failed to achieve the learning objective then it should simply remain unticked. In science and non-core subjects the learning objective must be linked to subject specific knowledge or skills.

Success Criteria: Every piece of work in all subjects must contain success criteria, and must be framed as an 'I can' statement. There should be no more than three separate success criteria.

It is important that success criteria provide accessible challenge for all children, and, where appropriate, should be differentiated to provide that challenge. These must be recorded in books and be assessed against by both the teacher and the child.

The success criteria for a piece of extended writing must be linked to a child's writing target. Each strand of the success criteria must be assessed using a single tick to indicate that the child has achieved that strand. If the child has not achieved that strand then it should remain unticked.

Success criteria in maths may be linked to the calculation or problem-solving knowledge/skills required to successfully complete the learning objective.

In skills-based lessons, the learning objective may well be the success criteria and would not require a separate section. In science and non-core subjects the success criteria must be linked to subject specific knowledge or skills.

Next Steps: Where appropriate, marked work should include a written next step to direct the child's learning. The next step must be actionable by the child and books must show evidence of the action. Action on next steps must be verified by the teacher.

In English, all extended writing must include a next step that is linked to the children's writing targets or is a correction of errors in the child's writing. Extended writing in science and non-core subjects must contain a next step related to subject specific knowledge or skills.

In maths, next steps should be linked to the learning objective or success criteria, or to the calculation/problem solving knowledge required for the next developmental step.

Written Feedback: Written feedback should be short, improving, specific and require action from the child. Written feedback is not required in all pieces of work, but must be an embedded part of marking extended writing in all subjects. The written feedback may be the next step.

Verbal Feedback: Verbal feedback is the most effective type of feedback and should be an integral part of assessment within every lesson. Please indicate when verbal feedback has been given to a specific pupil by writing 'VF' in the margin. Verbal feedback must require action from the child and the results of that action should be visible in the child's work.

Celebratory comments: All children must receive regular praise (written and verbal) that specifically highlights what has gone well in their learning.

Spelling: Spelling mistakes in children's work must be corrected in one of two ways:

- a green wobble underneath the word – if the misspelt word should be spelled correctly because it is part of the previous year's spelling list (as an example)
- 'sp' in the margin – if it is a word that the children are currently being taught

Identified misspellings should be corrected by the child. The number of corrected spellings must be proportionate to both the age and ability of the child. Do not over correct.

Independence: The default assumption for all work is that the child produced that work independently. If the work was supported by an adult (beyond reasonable verbal feedback) than that should be indicated against the piece of work.

Presentation: The presentation of all work in books should always be of the highest standards. This standard should be demonstrated by both teacher and pupil. Marking by the teacher should be in either green (growing) or pink (tickled). Pupils should respond to marking using a purple pen. Highlighters and crayons should not be used for the purpose of marking or feedback.

Monitoring and Evaluation

The efficacy of the practices detailed in this policy will be monitored and evaluated as part of the duties of each individual subject leader, and as part of the monitoring and evaluation cycle of the Senior Leadership Team.

Success will be judged against standards of achievement and visible progress in books, and through internal and external assessments.

Evidence will be collected through formal lesson observations and informal learning walks, analysis of work in books, pupil assessment meetings, and pupil voice.