

Keble Prep Marking and Feedback Policy



Introduction

Good quality marking and feedback should foster in all pupils self-motivation, effort, interest and the ability to think and learn for themselves. Teachers' marking and feedback aim to demonstrate a good knowledge and understanding of the subject matter being taught and feed into future planning and target setting.

Aims

The main aims of marking and feedback are:

1. To provide pupils with an indication of their individual achievement and progress.
2. To help the teacher identify areas of strength and weakness in learning and adjust teaching in the light of this formative assessment.
3. To enable pupils to evaluate their own work and identify ways in which they can improve.
4. To allow pupils to be involved in their target setting, progress and be active participants in their learning experience.
5. To enable pupils to develop their self-knowledge, self-esteem and self-confidence through positive and constructive advice, both verbal and written.

This policy document aims to encourage uniformity, consistency and continuity in marking throughout the school.

Objectives

The objective of this document is to inform teachers about the principles of good quality marking and feedback. It should be noted that individual teachers may decide, using their professional judgment, to also employ techniques not outlined in this document if they are deemed suitable to an individual pupil or group.

Principles of Marking and Feedback

The best marking is positive in nature; recognising and praising that which is done well and also offering constructive advice on how to do things better. Teachers should explain the marking scheme being used to the pupils so they are able to understand the teacher's notation.

Written comments should be:

- Legible and personal in nature.

- Refer, where appropriate, to the learning objective(s), which underpins the task.
- Of use to the pupil and with advice on how to improve/progress.

Book monitoring will take place regularly to check the standard and regularity of marking.

Guidelines

- Work should be marked on a daily basis, or as soon as possible after the work has been set, so that pupils have timely feedback from their last learning task.
- It may be appropriate to discuss work on a one to one basis with a pupil, rather than writing excessive comments. Verbal feedback is a very effective way of helping pupils improve and make progress with their learning, and should be noted as such in the book.
- Pupils should be given the opportunity and time to discuss the feedback given with the teacher.
- Pupils should have time to reflect and edit their learning after they have been given feedback.
- If work is deemed unacceptable for any reason, it should be returned to the pupil, with an explanation, extra support where needed, and the opportunity to resubmit the piece either in the lesson time and/or at another time in the school day.
- Where possible, marking should be done along with the pupil during lesson time so that effective feedback can be given at the time.

How to Mark Written Work

Teachers should be aware of pupils with specific learning needs and how marking and feedback can be set out differently so that their needs are taken into account. Refer to the Learning Support Policy.

Junior School

At such a crucial age in terms of trying to establish strong working habits in core skills, the best marking and feedback should encourage the boys to give their best to the task in hand and foster self-motivation and effort.

A consistent approach should be adopted throughout these years and the protocols outlined below should be followed.

These guidelines should also take into account the age of the pupils and the objectives as set out in the planning.

Spelling

Key words (appropriate to the individual task) word, or common words, which are misspelt, should be underlined and corrected by the teacher.

Punctuation

Correct punctuation should be inserted where appropriate. In English tasks the teacher may circle areas with missing punctuation and ask the pupil to correct the work himself. The Incorrect use of punctuation should be changed where deemed appropriate.

Grammar

Poorly expressed written work, missing words, incorrect tenses should be drawn to the pupil's attention and underlined a comment written or discussed.

Presentation

Every piece of work should have the date written in full from the left, except in maths books where the short date is used.

Titles/Learning Objectives should be underlined from Year 2 upwards.

Mathematics

Correct answers should be marked with a tick

Incorrect answers should have a dot next to them or be circled and should be corrected by the pupil. The correct answer should then be marked with a tick.

Senior School

The strategies and symbols outlined below are to be used as appropriate for the individual and their needs. In addition, they should be viewed in relation to the needs of specialist subject areas as outlined in the various handbooks.

The expectation would be to write developmental comments for every piece of writing - not simply a positive comment. These developmental comments can vary in length but are written to support the boys progress in their learning. The boys do need the time to read these comments and edit their learning accordingly.

Spelling

- Indicated by an S through the word to denote incorrect. Boys expected to correct the spellings after the written work (maximum of 3 words.)

Punctuation

- Shown with a p in the margin as well as a ^ symbol in the text.

Grammar

- Denoted by a line in the margin and a question mark
- Incorrect paragraphing should be marked with a symbol //
- Missing words in the text should be indicated by a symbol ^

Presentation

- Every piece of work should have the date written in the margin
- Every piece of work should have a title
- Titles/Learning Objectives should be underlined.

Target Setting

Comments giving guidance on how to improve inherently set targets. If certain issues arise consistently these can be linked to the target-setting sheets that are on the inside cover of the book. Targets set here should be reviewed and revised on a regular basis, but at least every half term.

Monitoring and Evaluation

All the teaching staff, under the direction of the SLT, will monitor this policy.

Links to other Policies

This policy is linked to the Curriculum Policy, the Teaching & Learning Policy, specialist subject handbooks and the Learning Support Policy. The policy should be available to parents on request.

Review Cycle

The policy should be reviewed every two years.