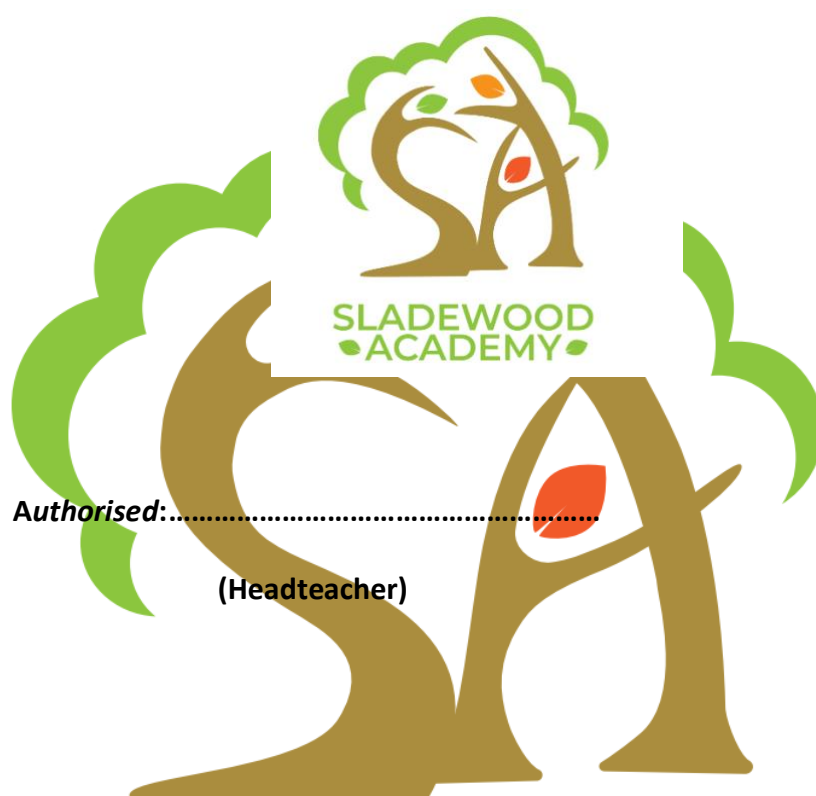


# Sladewood Academy

## Marking Feedback Policy



*Authorised:*.....

(Headteacher)

*Authorised:*.....

**SLADEWOOD**  
(Chair of Governors)  
**ACADEMY**

**Date approved:**

**Date for review:**

At Sladewood Academy, we approach marking feedback as an essential tool for planning, assessment, evaluation and learning. We aim to provide constructive feedback to every child that focuses on success, areas for improvement, is matched to learning objectives and/or EHCP (Educational Health Care Plan) Outcomes / targets. By responding to students' work through constructive criticism we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both learning and teaching. It is essential that marking be consistent and clearly understood by the children.

### **Aims**

- To assess if students have met the learning Intent's in the lesson.
- To develop children's self -esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement/ next steps in order for children to achieve their targets.
- To provide an assessment record of student's achievement and progress allowing teachers to plan for the next stage of their learning.

### **Purpose**

Much of our students' work is practical and/or oral and as such 'book marking' is only a small component of the marking and feedback role of staff.

Students work is marked to:-

- Aid learning and inform children of the standard of their work
- Assist in assessing and informing planning
- Encourage and promote a pride in achievement and ensure a positive attitude to learning.
- Ensure progress is taking place for our students and they are accessing the intended learning goals.
- Demonstrate to students a purpose and interest in their work.
- Foster discussion between teacher/LSW (Learning support worker) and student when feasible.
- Promote good learning and working practices.
- Allow students to reflect so that they can improve their own performance.
- Ensure comparability between all staff members responsible for marking, within subjects.
- Assist in raising standards of teaching and planning for subsequent lessons.

### **Procedure**

#### **Methods of marking**

Within lessons there are numerous opportunities for effective and productive marking

- Coloured pens (Green = teachers/LSW:
- Visual stampers, smiley faces and stickers (Clear for the child to see how well they have done). Traffic light stampers to show (Self and peer Assessment)
- written comments
  - i. what has been done well [linked to Learning Intent]
  - ii. what can be done to improve/ next steps?
  - iii. comment about what the student found difficult

*\*It is important to note that verbal comments will be provided alongside these as written comments are difficult for children to access independently.*

- constructive comments during and after tasks which include dialogue between students and teachers. (YELLOW BOX where students can respond)
- Traffic Light system for peer and self- assessment with clear annotation of who is completing it.
- comments linked to Pupil Asset statements and EHCP targets
- Photographic evidence or videos and comments to show achievement and progress for practical subjects & Activities.

N.B. All staff including supply staff should date and sign work completed during the lesson. A comment indicating progress and amount of support provided would be useful.

Stampers to be used:

Target Achieved:

Working towards:

Need more help:

Independent:

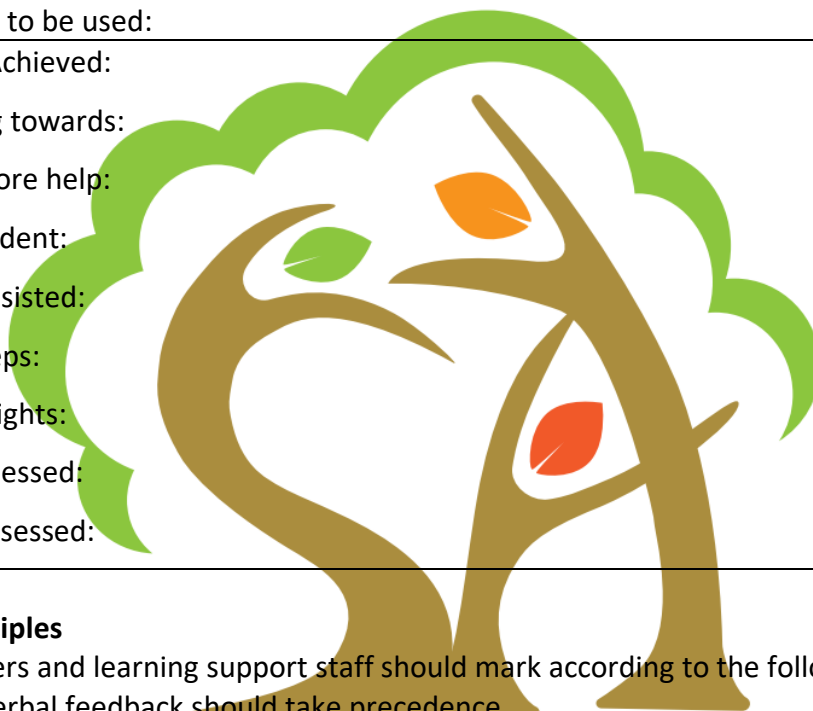
Adult Assisted:

Next Steps:

Traffic Lights:

Self- Assessed:

Peer- Assessed:



### Key Principles

All teachers and learning support staff should mark according to the following principles.

- Verbal feedback should take precedence.
- FiSH for Feedback
  - FRIENDLY so that good work and effort is honestly acknowledged
  - SPECIFIC so it is clear where work could be improved upon using assessment or task criteria
  - Helpful so that advice /next steps can be given about what to do better next time . (YELLOW BOX STRATEGY)
- Praise and Acknowledgement should be given readily to motivate.
- When feasible, written marking should take place in the presence of students. This will give immediate feedback and strategies for improvement. These may be subject specific or relevant to English/Maths improvements.
- Provide students with opportunities to assess their own work and that of their peers.
- Marking should inform future planning.
- Student's work should be marked at least once per week to inform planning and preparations for future lessons.

EYFS

In the Early Years Foundation Stage marking/ feedback will be largely verbal. Children will know if they have achieved the lessons Learning Objective through discussion with the teacher (where appropriate) and rewards such as stickers, gestures (e.g. thumbs up, smiles), use of the recognition board and Dojo points. As the year progresses and children produce more written work during lessons, stampers will be used in line with the rest of the school.

### **Monitoring**

The school will ensure that these guidelines are being used consistently throughout the school through sampling written marking and observing verbal feedback during lesson observations and scheduled work scrutiny sessions.

It is expected that Subject co-ordinators will check to see that the teachers in their departments are marking regularly in line with the guidelines set out in this policy.

Teachers will regularly evaluate and assess all marking within their own classroom in line with this policy.

### **Review**

This policy will be reviewed annually

