

SINCLAIR HOUSE SCHOOL

CURRICULUM, TEACHING AND LEARNING POLICY: MARKING AND FEEDBACK

Legal Status:

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2010, amended 2013

Related documents:

- Curriculum Policy
- Differentiation Policy
- Special Educational Needs Policy

Available from:

- School office

Monitoring and Review:

- The Principal is responsible for monitoring the implementation of this policy and addresses this policy on a regular basis via meetings with the deputy head, the Upper and Lower Heads and teachers.
- The Principal regularly inspects samples of pupils' work and observes the policy being implemented in the classroom.
- To be continuously monitored and reviewed by no later than two years from the date shown below.

Signed:

Date reviewed: 21st May, 2019



Mrs. Carlotta T.M. O'Sullivan

Principal

Review Date: May, 2021

Introduction

This document is a statement of aims, principles and strategies for marking at Sindair House School. The purpose of this policy is to ensure a consistent approach throughout the whole school. We aim for high quality teaching and learning. At the heart of this is effective marking, feedback and assessment which we use to inform our planning; this becomes a mark-plan-teach then repeat cycle. The school marking policy was developed and agreed by the whole staff. The implementation of the policy is the responsibility of the Headmistress in conjunction with professional colleagues.

Aims

There are two main aims:

1. Children act on quality feedback and make progress over time.
 2. Our marking informs future planning and teaching.
- Teachers must have a secure understanding of the starting points, progress and context of all
 - Marking must be useful, primarily formative, selective and give clear feedback about what a child must do to improve
 - Marking and feedback must be regular
 - Most feedback will be verbal and immediate. Our small class sizes make this possible for the majority of lessons. Where this has not been possible, opportunities should be given to give feedback as soon as possible
 - Agreed marking codes must be used consistently. Staff can add additional subject-specific codes where necessary, which must be explained to the children
 - There should be opportunities for in-class marking to help ensure immediate feedback
 - Where appropriate, peer/self-marking is encouraged to promote independence and ownership
 - Teachers should record on a Whole Class Feedforward Form for every lesson. This form may be slightly adapted for the needs of the teacher/subject

Marking and Feedback:

Marking and feedback are fundamental to the way in which planning and teaching is carried out at Sinclair House. It is understood by all staff that feedback is one of the most effective ways to improve learning, but also that not everything can be, or should be, marked in great detail. It is now widely agreed that marking that happens after the lesson has taken place is not nearly as effective as marking and feedback given during the lesson. When marking is carried out during the lesson, it encourages teachers to give feedback which is diagnostic, closing in on specific areas to improve. Children are then able to improve their learning by acting upon the feedback immediately. Here at Sindair House School, we are fortunate to have small class sizes which means that this is possible for the teacher; as far as possible, teachers should practise 'helicopter marking' which will mean that all children should receive feedback on their work within the lesson and not after it. Not only is this beneficial for the children, it also reduces workload with regards to the amount of marking teachers have to do after a lesson, thus meaning they can spend more time adapting the following plans based on the developing needs of the children.

It is the teacher's responsibility to check the books of all children in the class at the end of a lesson, indicate the amount of support by the LO (see marking codes) and to initial the books at the end of the piece of work. With the 'helicopter marking' in place, teachers should find that the majority of marking, and response from pupils, has already been completed, but there will of course usually be a few books/questions that need checking over.

Teachers should then complete a 'Whole Class Feedforward Form' (see below). It is up to the teacher whether or not this is shared with the class. Based on this, appropriate adjustments should be made to lessons, therefore continuously taking into account the changing needs of the pupils.

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<p><u>Amazing:</u></p> <p>.....</p>	<p><u>Next steps:</u></p>	<p>Reflections:</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="width: 30px; height: 15px; background-color: blue;"></div> <div style="width: 30px; height: 15px; background-color: green;"></div> <div style="width: 30px; height: 15px; background-color: yellow;"></div> <div style="width: 30px; height: 15px; background-color: orange;"></div> </div>
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Whole Class Feedforward Form:

This form may be adapted for specific subjects by the teacher but should aim to include celebrations of what children did well, including examples to share with the rest of the class where necessary. Next steps in learning should be noted down, either general or specific to individuals or groups of individuals, which should be taken into account in future planning. These next steps may also be addressed in booster groups or additional small group sessions taken by the class teacher. Teachers should assess children against our assessment descriptors by writing their initials in the appropriate boxes (exceeding, meeting, working towards, concern) which directly link with our tracking system and reports. It is recognised that a very important part of teaching is the opportunity for teachers to regularly reflect on their practice. Therefore, a 'reflection' box is included on the form; it by no means necessary for teachers to fill this out every day, but may be used when a particular lesson/activity was particularly effective or ineffective.

Marking Codes:

The following marking codes are what all staff should be using to ensure consistency across the school. However, it is acknowledged that not all codes will be relevant for all subjects and all age groups. Staff are able to use additional codes relevant to their subject where necessary, and these are explained to the children. Teachers mark in purple pen.

Marking Codes

CODE	EXPLANATION
✓	Correct
★	When a particular aspect is exceptional If this is a sentence underline and star either side so it stands out
.	Incorrect
↔ either side of the section that needs rewriting	Rewrite
Sp	Incorrect spelling
○	Missing or incorrect punctuation
^	Missing word
+	Add more detail
//	Paragraphing
SWO	Show your working out
Feedback under the work	
☞ ☑	Come and speak to me. Tick the speech bubble when you have spoken to the child.
└┘	Next steps (e.g. at the end of a unit of work/independent write in English)
Stickers/Stamps	Teachers may choose to award exceptional work with their own stickers & a quick positive comment
Level of support	
(I)	Independent work (beside LO)
(S)	Supported work (beside LO)
(TA)	TA supported work (beside LO)

Marking and feedback in English (Writing)

A 'Cold Write' must be carried out at the beginning of each term, and a 'Hot Write' at the end of each term. These do not need in-depth marking, but a next-step should be identified for each child, which becomes their writing target.

During the writing journey, marking should be carried out in the lesson by:

- Adult marking (teacher or teaching assistant) against the SC and any appropriate SPAG errors. Children should respond to these on the spot as much as possible
- Peer marking- teach children to read through and check a partner's work against the success criteria
- Self marking- teach children to check against the success criteria and tick if they think they have achieved it

After the lesson, teachers should finish off any remaining bits of work/books. There is no requirement for teachers to write comments under the work, but they may wish to write something positive or use personal stickers/stamps. If there are major misconceptions, teachers should use the 'come and speak to me' symbol. Time should then be found, preferably on the same day or the next morning, for the teacher to work with the child. Again, this ensures that all feedback is verbal, which is far more effective.

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An independent write happens at the end of each unit; no marking will take place whilst children write this. When the independent write has happened, children are given the following codes under their writing to help them edit and improve their work:

Independent Writing Editing Codes:

EDIT	CODE	EXPLANATION
E1 Revise	N/A	Spelling, punctuation, missed/additional words, incorrect tenses etc
E2 Rewrite	→ either side of the section that needs rewriting ←	Re-write
E3 Reimagine	+	Add more detail

When children have independently edited and improved their work, teachers should provide a positive comment (with a star beside it) and, if necessary, a new next step, which will become the children's new target for the next unit.

The Whole Class Feedforward Form must be completed after every lesson.

Marking and feedback in English (Reading Comprehension)

Answers to reading comprehension questions should be discussed and written in mixed ability pairs. Before children move onto the next question, the class should be brought back together and the class teacher should write a model example of the answer. Children should then edit/improve/re-write the answer in a gel pen underneath their own answer. This ensures that high quality feedback is continuously being given for the teaching of reading.

Kommentar [FP1]:

Regular notes must be taken, commenting on children's progress against key reading objectives, and future comprehension questions must take these needs into account.

Marking and feedback in Maths

Wherever possible, this should be carried out in the lesson either by:

- Adult marking (teacher or teaching assistant)
- Peer marking- teach children to check a partner's work. This may be through using the inverse on a calculator or using the success criteria (steps to complete the calculation successfully)
- Self marking- teacher to provide children with the correct answers

Maths should be marked with a tick or a dot (incorrect). Children must never get to the end of a lesson and not know whether they have understood the concept or not. Children are expected to evaluate each lesson using three smiley faces and write a comment about how they felt the week went. Each child should be given a weekly Maths challenge to respond to in their book.

The Whole Class Feedforward Form must be completed after every lesson.

Marking and feedback in Science, Humanities & Languages

In other subjects, marking and feedback will largely be given in the same way as English and Maths. Teachers must focus on verbal feedback, agreed marking codes (with additional codes where necessary) and complete a Whole Class Feedforward Form. Where appropriate, spelling and grammar errors should be identified in the same

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way that they are in English (age appropriate), but these may also be more subject specific (e.g. topic words in Science).

Marking and feedback in Art & Design

It is recognised that it is important not to write in children's sketchbooks; however, as with other subjects, feedback is important for pupils to progress. Verbal feedback is given throughout the lesson by both teacher and, with support, peers. At the front and back of pupils' sketchbooks are Art and DT feedback forms which provide pupils with half-termly celebrations and points to improve in their work. This is shared verbally between pupil and teacher so pupils can ask any questions they may have.

The Whole Class Feedforward Form must be completed after every lesson.

Feedback in Music, PE & Drama

In subjects where marking is not required, the focus should be on regular effective verbal feedback. The Whole Class Feedforward Form (which may be adapted to suit the needs of the specific subject/teacher) must be completed after every lesson. Future lessons must be planned in accordance with what has been noted on these.

Staff Roles

Headmistress and Deputy:

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- Adequate resources and training are available for development.
- To monitor the quality of marking and make recommendations for further improvement
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking, keeping staff and parents well informed.

Proprietor:

- To approve, ratify and monitor the Marking policy.
- To ensure that they are well informed about standards in marking.
- To be familiar with the types of information gained from marking and assessment.

Subject Co-ordinators:

- To carry out agreement trialling to establish accurate and common standards throughout the school for marking.
- To sample examples of marking throughout the school and report findings to the management team and staff.
- To monitor and support teacher's marking and assessments of children's work throughout the key stage.
- The audit of staff training needs within marking.

Class Teachers:

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Keep comprehensive records of children's work.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- Have the agreed marking symbols displayed in the classroom for children, parents and supply teachers to refer to.
- To ensure that assessment information informs further curriculum planning.

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