



King's College School
The British School of Madrid

La Moraleja

Marking and Feedback Policy

Rationale

Marking is only of value if comments are shared, responded to and acted upon.

Ideally, marking should become part of a developing dialogue resulting in pupil progress, for example; a pupil writes, the writing is marked and in her/his subsequent work, the pupil incorporates suggestions. Marking will take on a positive, rather than negative, form.

English

We need to show the children that their writing has a genuine audience, someone who is interested in what they have to say and is not reading their work merely to find errors. Children need to feel their writing is valued. Comments can be made verbally or in written form to communicate their message. In the case of very young children, feedback needs to be as immediate as possible.

Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but actively wants to engage with the content, thoughts and ideas. By making a pupil aware of the needs and responses of the reader, we can show them areas which can be developed. We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve their work.

We constantly assess the children's work, establishing their levels of achievement.

Mathematics

The purpose of marking is primarily diagnostic. It will inform day-to-day planning for the teacher. It will communicate to the child the extent to which they are successful and will act as a motivator.

Comments will be made to encourage the child to feel safe when tackling problems.

Other Subjects

Marking should be specific to skills highlighted in the lessons and subsequent follow-up work. Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

Focused marking or feedback should be related to the intention of the lesson and not necessarily based upon language and spelling.

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning intention) it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the success criteria against which their work will be marked/assessed, e.g. WALT and L.O.



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- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Marking/feedback is linked directly to the learning intention.

Wherever possible marking takes place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Towards a whole school approach

In order to achieve a whole school approach marking methods must be agreed and should be:

- Consistent across key stages.
- Developmental across the age range.
- Consistently applied by all those working with children in school, including supply teachers and support staff.

The nature of feedback

- Across the primary school, comments should be positive and refer to the learning intention. The learning intention will then be highlighted in traffic light colours to distinguish and identify whether the learning intention was achieved.
- Comments may form the basis of a discussion between teacher and child, e.g. reviewing targets etc.
- Comments may be oral or written, formal or informal.
- Comments may be given on a group or individual basis. Research has shown that immediate feedback is the most effective and is therefore more likely to be **ORAL** than **WRITTEN**.

Oral Feedback

- This is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. **The quality of the thinking can be higher if it is oral.**
- It is interactive and developmental. It gives reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.
- It may be in the form of a learning/reading conference or review.



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Written Feedback

- legible and clear in meaning
- developmental, i.e. children will find out how they are getting on and what the next learning step will be.
- should work as an intervention to support: “try...” or “next time try this...”
- should work as an intervention to consolidate: try or apply the skill in a new context
- feedback should accelerate and challenge: after completion of skill, written feedback can be used to extend the student
- Where written feedback is used, comments should be shared with the children on their work and it is essential that time should be made available for this
- Self and peer assessment should be used – children encouraged to use 2 * and a wish in Lower School and 1 * and a wish for KS1.

Marking at a distance

- Can children read your comments?
- Can they understand your comments?
- Do you allow time for them to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

Content

At KCS we have agreed to use a core of marking codes. These symbols are different for Infant & Lower School and Upper School. Please see the attached guide at the end of this document.

Method

- To aid consistency across the school, the marking scheme should be displayed in each classroom in a prominent position. Children should be made familiar with the symbols at the beginning of the year and may also be encouraged to use them if editing their own or the work of other children.
- We acknowledge the importance of oral feedback .We should ensure that the language that is used when children find something difficult shows that difficulty helps us to find out what is needed for new learning to take place. Where oral feedback is given, it will be indicated on the work. Consideration should be given to the level of publicity in which oral and written feedback is communicated.
- If it is possible, marking should be done with the child present.
- Comments should focus upon key issues linked to learning intentions rather than attempting to correct all mistakes.
- The main purpose of marking should be to give information to children about how well they have done against the learning intention and next steps.



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- Marking must be manageable and not all pieces can be 'quality marked'. If not quality marked, indication must be made on the work that it has been seen by a member of staff, using either a stamper or by dating and signing.
- In Primary quality marking should indicate 2 stars and a wish – that is – up to 3 places need to be indicated where the child has written best aspects against learning intention and an area where some improvement can be made information needs to be given as to how the child can close the gap (improve). Useful 'close the gap' comments are: Reminders e.g. What else could you say here? Scaffolds e.g. What was the dog's tail doing? 'The dog was angry so he....' 'Describe the expression on the dog's face.'
- In Secondary the same guidelines are followed for quality marking, except that instead of 3 stars and a wish, pupils are given positive comments and targets to work towards in their next piece of work.
- From Year3, encourage children to self-mark/pair mark wherever possible looking for success and improvement against learning intention. Partners need to be chosen carefully and should be ability based. Peer- marking particularly on written pieces should follow the same 3 stars and a wish model and where there has been sufficient support on this aspect this can lead onto self-assessment.
- Supply and support teachers should mark during their lessons and should sign accordingly.

Special Needs/Gifted and Talented

Marking should have specific purposes linked to IEPs where appropriate. Children with special needs may have particularly fragile levels of self-esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the criteria for marks and stars given to take account of this. Where a teaching assistant or support teacher is working with children they should apply the same marking system as the class teacher. All staff should have access to methods of rewarding and encouraging children and feed through successes and errors. Supported work should be indicated and signed by members of staff. Children of different abilities might work together as partners to help edit work.

Equal Opportunities

Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to any criteria used. Each member of staff should be vigilant for trends in performance that might be related to ethnic origin, social class or gender. We will not give feedback according to personal preference.

Parental Involvement

Comments and judgements made will be summarised and fed through to parents during parents' evenings, via reports and sometimes using the home/ school link books. Parents may occasionally expect all mistakes to be corrected and will need the principles of 'marking to objectives' explained to them.



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Policy Review

This policy will be reviewed in 2016/17. Its success will be judged according to:

- its successful application throughout the school by all members of staff,
- how clear children are about the symbols used and their purposes,
- the extent to which children are able to use feedback to achieve the next step in their learning

Created and Reviewed by: Alison Bell January 2016	Policy Category:
Approved by: Dawn Akyurek January 2016	Next Review: October 2017
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Appendix 1

Secondary English Marking Symbols (Years 6,7,8,& 9)

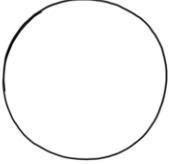
Sp + circled	<u>Spelling mistake</u>
WW + underlined	<u>wrong word/doesn't make sense</u>
P	<u>Missing or incorrect punctuation</u>
	<u>Syntax, does this make sense?</u>
^	<u>Something missing; needs developing</u>
//	<u>New paragraph</u>
highlight in green	<u>Identifies where key success criteria have been achieved</u>
Vf or VF stamper	<u>One to one verbal feedback given</u>
T	<u>Target</u>
WWW/EBI	<u>What went well/Even better if</u>



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Primary Marking Symbols

	Capital letter missing
Sp.	Spelling mistake
	Syntax, does this make sense?
	Something missing
	Excellent word, phrase or example of achieving the WALT (or ✓V, ✓C, ✓O, ✓P)
//	New paragraph
	Verbal feedback given
* * W.	2 stars and a wish



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	<p>Highlighting WALT (Teacher) Red/ Pink = Need to revisit Yellow = Elements of the WALT achieved/ could benefit from additional support Green = Understood and achieved the WALT</p>
	<p>Self-assessment (Pupil) Red = I did not feel confident with this work Yellow = I feel that I understood some of the work Green = I am confident that with this work</p>