



Melland High School

Melland High School Marking and Feedback Policy 2017

This policy was written in collaboration with teachers and TLAs.

Aims:

To ensure all pupils are challenged and their achievements are celebrated.

To ensure that pupils are encouraged through feedback to improve and extend their learning.

To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school.

To ensure that marking and feedback is clear, incisive, relevant and useful to pupils.

To ensure pupils use the feedback effectively.

To give clear guidance to all staff.

Why do we give feedback?

To give pupils the criteria to meet the next steps in their learning.

To assess whether learning outcomes have been met.

To celebrate success.

To develop the learners role in their education.

To develop self-esteem and confidence and allows opportunities for communication.

To encourage a reflective mind enabling pupils to become more aware of how they learn.

To develop resilience to constructive feedback.

Principles

Effective feedback should be:

- Related to learning outcomes
- Used to identify "next steps" (written where appropriate in green pen)

Comments should be in language pupils understand and be specific so pupils know what is expected.

Key messages should be re-visited.

Plan for practice/repetition/over learning where appropriate.

Systematically plan for self and peer assessment opportunities.

Pupils should be given opportunities to respond to verbal and written prompts with support and independently where appropriate.

Objectives should be shared with all staff so that they can recognise responses and small steps in progress

Celebrate achievement in a variety of ways which are age and ability appropriate

Recognise and celebrate diversity of approaches allowing for subject department and teacher autonomy

Written and verbal feedback should:

- Be given close to a learning experience as possible
- Be used consistently in order to provide clear support for pupils and identify 'Next Steps'
- Take into account the pupils starting points
- Motivate and encourage pupils to become more independent in their learning
- Support pupils in developing a sense of pride in their work
- Inform future planning and provide assessment evidence

Work Scrutiny

When scrutinising pupils work/evidence of learning there should be evidence of pupil progress over time.

There should be evidence that:

- Work set is appropriate to learners needs/matches NC/Bsq/P level
- Work set is suitably challenging
- Learning objectives are clear
- Work matches learning objectives
- Feedback is positive, helps pupils understand what they have done well and what they need to improve
- 'Next steps' feedback is clearly given and there is evidence of a response to feedback eg written response or an improvement demonstrated
- Peer and self-assessment are planned for
- Improvements are modelled eg correct spelling where appropriate

Key Questions

- Does the pupil's work match the learning objectives?
- Is there clear evidence that marking is leading to good progress in learning?
- Is the work constructively marked with appropriate next steps for learning?
- Does the pupil have the opportunity to use the next steps for learning to improve their work?
- Is there personalisation in the pupil's work?
- Does the pupil's work match the expectations for the NC/P level they are working at?
- Is there clear evidence of progress in the pupil's work?
- Photographic evidence
 - does it show what pupils are learning?
 - is it annotated to describe the progress they are making?