



## Marking and Feedback Policy

**Review Period: Annual**

**Status: Non-Statutory**

**Next Review Date: Spring 2024**

### Policy Statement

The aim of this policy is to ensure that the boys at Sunnydown are given the best possible feedback to support them in building their self-esteem, making progress with their learning, understanding what knowledge and skills they have acquired, and developing their Resilience, Independence and Cooperation in lessons.

### Objectives

- To promote self-esteem and encourage the boys to take pride in their work.
- To recognise and celebrate success (WWW - What went well)
- To encourage the boys to reflect upon their work (Active Learning) and develop Resilience, Independence and Cooperation.
- To monitor and evaluate the progress of the boys at Sunnydown.
- To guide the boys in how to improve (EBI - Even Better If) and be aware of their 'next steps'.
- To provide information for assessment, reporting and planning of lessons.
- To ensure that there is consistency across the whole school.

### Principles

- Marking and feedback should be against the learning objectives for the task or the lesson wherever possible, or in line with the skills for the pathways descriptions (KS3) or the assessment objectives from the relevant exam board (KS4).
- Marking should be in PURPLE pen for consistency when done using paper. If marking is completed in Google this will automatically appear in green.
- All marking and feedback should be visually and semantically clear, and the language differentiated to the needs of the boys.
- Pupils should be given adequate time to digest and then if necessary discuss the marking or feedback they are given, particularly if it is 'Comprehensive/Assessment' marking. This communication can happen between the pupil and the teacher or TA. It might also be done as a Green Pen Response Task.
- Staff should use the WWW (What Went Well) and EBI (Even Better If) model to give feedback to the boys (see Teachers Guide for more details) in addition to using strategies for more immediate feedback.
- Consistent grading should be used in all lessons and be in line with grades used in the reporting process (see Teachers Guide for more details).

### Ways of providing feedback and marking

- Comprehensive marking WWW and EBI
  - Work marked under the term 'comprehensive marking' should use the model of WWW and EBI. The WWW comment should include 1 or 2 positive comments about the piece of work worthy of recognition. This should be differentiated and take account of the individual's needs and level of ability when recognising this achievement. The EBI comment should focus on 1 area where the pupil could improve. This comment should be presented in a positive tone and manner.

- **Class acknowledgements**
  - Class acknowledgements can include ticks and short 1 or 2 word comments. Staff should not use any crosses or negative comments but short, clear, positive advice on how to improve can be included.
  
- **Verbal feedback**
  - Verbal feedback should be continuous throughout lessons by all adults in the room. The feedback should be positive and informative, but should also provoke thought to encourage the boys to develop their problem solving skills. The language of praise for effort should be used in line with developing a growth mindset. Question and answer sessions will form a large part of the feedback at Sunnydown. The plenary both within and at the end of each lesson against the learning objectives is a good opportunity to provide formative feedback
  
- **Peer assessment**
  - Peer assessment can be used to encourage discussion amongst the boys to support both their communication and interaction skills. Positive discussion is encouraged with pupils offering advice on ways forward to one another, rather than writing on one another's work.

WHEREVER POSSIBLE, FEEDBACK SHOULD BE LINKED TO THE LEARNING OBJECTIVES

### Grading Work

Key Stage 3	Grading for work should be effort only and should be used in any comprehensive marking. A grade of 1-4 should be used which corresponds to the 4 tiered grading for effort on the school report. <ul style="list-style-type: none"> <li>● 1 – equivalent of consistently high</li> <li>● 2 – equivalent of generally high</li> <li>● 3 – equivalent of variable</li> <li>● 4 – equivalent of needs improvement</li> </ul>
Key Stage 4	Grading should continue to use effort grades as in Key Stage 3. Any work that is graded can use GCSE grades 1-9 or appropriate subject specific GCSE grading (eg: grade bandings are required in English GCSE).

### Teachers' Guide

Colour	PURPLE. Please note that if a piece of work needs to be submitted for GCSE and this requires marking in a different colour, then this should take priority. If marking is done online through the Google Drive then it will automatically appear in GREEN.
WWW and EBI	WWW and EBI comments should be used as explained in the section on 'ways of providing feedback and marking'. Where possible, these comments should be linked to the Learning Objectives although this may not always be appropriate.
Grading	Staff should use Effort grading in KS3 and use Effort and, where appropriate, GCSE grades in KS4. The Effort grading should mirror practice used in the reporting process (as detailed in the table above).
Spelling	Spelling errors should be acknowledged by rewriting the error above the mis-spelt word in PURPLE pen. There should be no more than 3 to a page and they should focus on the key words for the lesson if they were mis-spelt.
Short comments	These should be positive and in PURPLE pen (or GREEN if on Google)
Punctuation	These should be added in PURPLE pen and circled. (or GREEN if on Google)

### Frequency of Feedback

Comprehensive Marking	At least once every 8 lessons
Class acknowledgements	Most pieces of work should have some form of acknowledgement on them from class discussion and feedback.
Verbal Feedback	This is one of the most important means of communicating feedback at Sunnydown. All adults in the room should be providing positive feedback with ways forward/next steps to encourage the boys to find ways to take responsibility for their learning. Try to avoid the word 'but' between the positive feedback and next steps. For example 'you have described what has happened in the experiment <u>but</u> have not explained what happened in enough detail'. A more positive way would be to say 'you have described what has happened in the experiment now try and explain what happened in detail if you can.' Wherever possible, this feedback should refer to the Learning Objectives.
Peer Assessment	This should be encouraged as much as possible to support the communication and interaction skills of the boys.

### **Monitoring of Feedback and Marking**

A selection of books will be requested by the Senior Leadership Team at least once every half term to ensure consistency in marking and feedback across the school. This monitoring of students' work will be robust and timely and constructive feedback will be given to teachers. Best practice will be shared. This will also be considered in lesson observations and learning walks.

With the school now working on Google there will be significantly more marking and feedback given online. The principles outlined in this policy will not change, however, there may be some change in the way that work is requested for scrutiny to ensure the process is as efficient as possible. Wherever possible, work done on Chrome books should be printed off and added to a students classbook or folder. This will encourage a sense of ownership for their work, and a sense of achievement in tasks completed.