



# Marking and Feedback Policy

---

## Fairley House School

<b>Date</b>	10 January 2020
<b>Date for renewal/update/review</b>	January 2021
<b>Named person responsible for review</b>	Hayley O'Brien

[www.fairleyhouse.org.uk](http://www.fairleyhouse.org.uk)

Headmaster Michael Taylor BA (Hons) PGCE FRGS

Registered Office: 30 Causton Street London SW1P 4AU.  
A non-profit making company limited by guarantee.  
Registered in England no 1535096 Registered charity no 281680



**Junior Department**  
218 -220 Lambeth Road  
London  
SE1 7JY

T 020 7630 3789  
F 020 7620 1069  
E [junior@fairleyhouse.org.uk](mailto:junior@fairleyhouse.org.uk)

**Senior Department**  
30 Causton Street  
London  
SW1P 4AU

T 020 7976 5456  
F 020 7976 5905  
E [senior@fairleyhouse.org.uk](mailto:senior@fairleyhouse.org.uk)

## **Key Stages 1-4**

Marking responds to pupils' work, whether in conversation or through writing. Staff use the Learning Objective or WALT to provide feedback to the child on how successfully they have met the objective.

The purpose of marking is to facilitate progress and achievement across all subjects. In following the Fairley House Marking Policy, pupils will have consistency and be able to make improvements in their work.

When marking pupils work all teachers and therapists will:

- avoid making too many corrections on the pupil's work
- limit the correction of spellings to subject specific vocabulary, high frequency words and target spelling words – *words to be underlined and written out at the bottom of the work*
- take into account the pupil's ability to read written comments
- build time into lessons for pupils to review and respond to / act on comments
- link marking to the WALT/Learning Objective, which will be included on every piece of work
- take into account IEP targets, where possible
- ensure that marking and feedback guides, via specific targets and opportunities to practice
- ensure that marking and feedback motivates the pupil, considers their well-being and is appropriate to that student in particular. This will raise self-confidence and engagement
- marking can be in any colour other than black, blue or pencil to enable student to distinguish between their work and the marking
- stamps may be used to aid staff marking and to engage the students

## **Types of Marking and Feedback at Fairley House**

- 1) In-Depth Teacher Marking
- 2) Verbal Feedback
- 3) Light Touch/Acknowledgement Marking
- 4) Peer/Self-Assessment

### **In-Depth Teacher Marking**

- this should result in good quality written feedback.
- marking should follow 'What Went Well' (WWW) and either 'Even Better If' (EBI) or 'Next Steps' (NS) for standard work. Does anyone use this?
- marking should involve students and they should be given in class opportunities to act on comments

### **Verbal Feedback**

- verbal feedback is an invaluable form of formative feedback for students with SpLD and is used continually at Fairley House
- verbal feedback may be identified as having taken place using the VF Code on a piece of work
- this type of feedback is given on a one-to-one basis or to a small group, within a whole class setting, and may be part of explaining in-depth feedback to the student
- subjects such as Drama, Music, Art, DT, PE and Games that involve less written recording of work use verbal feedback continually throughout the lesson to aid performance, motivation and progress

### **Light Touch Marking**

- oral feedback is given to students and is ongoing
- all work is acknowledged – by ticks or the use of ‘VF’ to show the work has been discussed with the pupil

### **Self-Marking and Peer Marking**

- where appropriate, teachers and therapists will provide opportunities for pupils to review and self-correct their own work
- peer marking can be used in addition to teacher feedback and would typically be orally given in class. It would be appropriate for this to follow the ‘What Went Well’ and ‘Even Better If’ format
- students need to mark in blue, black or pencil

### **Homework**

- relevant homework is set and marked weekly
- this may be in-depth or light touch marking depending on the task that was set

### **Rewards**

- credits/Personal House Points are given for good work/effort

### **Marking Code**

The following marking code is used to demonstrate what support the pupil was given in order to complete the task and how feedback was given;

**VF** - verbal feedback given

**S** - support given by the teacher or therapist

**S+** - lots of support by the teacher or therapist

**I** - independent work

As part of the schools monitoring and evaluation policy, Subject Coordinators and the Senior Leadership Team carry out termly work scrutiny.