

Marking and Feedback Policy

Fairley House School

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Approved by:	Deputy Head
POLICY CHANGES	
Date of amendments	Page number and update
February 2024	Page 2- inclusion of 'Effective marking should'

Key Stages 1-4

At Fairley House School, marking is an important part of the assessment process. Consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. We ensure that marking responds to pupils' work, whether in conversation or through writing and is done so in a timely manner. Staff use the Learning Objective or WALT to provide specific feedback to the pupil on how successfully they have met the objective.

Effective marking should:

- Consider the individual pupils needs and abilities
- Take into account IEP targets, where possible
- 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
- Relate to learning objectives and success criteria
- Identify achievements and the next steps in their learning
- Give children specific praise for the success of their work, showing it is valued
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Use stamps or stickers to engage the pupils

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, which provides the pupil with constructive feedback, focusing on success and improvement against learning objectives and success criteria.
- it should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning
- marking should follow 'What Went Well' (WWW) and 'Next Steps'
- 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

Pupils should be given time to read and respond to the written feedback the teacher has provided. They should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Where appropriate, pupils should be expected to respond to the written feedback, either by correcting mistake in a pencil/different coloured pen or by writing a reply.

Self/peer evaluation

All pupils should be taught to self-evaluate against the LO or WALT and older children should be encouraged to identify their own successes and look for an improvement point. It would be appropriate for this to follow the ‘What Went Well’ and ‘Next Steps’ format. Younger children may use traffic lights or smiley faces as an alternative method.

Pupils should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. It would be appropriate for this to follow the ‘What Went Well’ and ‘Next Steps’ format.

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 or 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.