

Michael Hall

Feedback and Marking Policy 2021

Policy Owner: Lower School Assistant Principal
Formally endorsed by Education Management Team
Endorsement Date: April 2021
Next Review Date: April 2023

Policy at a glance

Meaningful, Manageable and Motivating

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes. It should respond to students' needs and be focused on building confidence, recognising work done and achievement, and enabling consistent and significant progress.

Students should know the success criteria of each task, and the objectives that they are working towards, and be clear on whether they have achieved these (in an age-appropriate and constructive way).

Manageable

Marking and feedback should be based on 'quality, not quantity.' Work should never take longer to mark than to complete and should be proportionate to the amount of written work set, tasks completed, etc.

Feedback can come in many forms: spoken, written, peer marking, self-assessment and whole class feedback. Teachers and faculties should continue to review the many different feedback forms that can be used at different ages.

Each teacher's marking workload should be manageable and allow a good work/life balance so that the teacher is prepared and focused on effective, excellent teaching in the classroom.

Motivating

It is important to acknowledge a student's work, to value their efforts and achievements, and to celebrate progress and set new, inspiring targets. During this year's lockdowns and online learning, varied and consistent feedback has become more crucial than ever to keep students encouraged, supported and engaged.

Too much feedback can detract from a student's resilience and responsibility. They should be encouraged to assess and edit their own work instead of relying solely on the teacher.

There is no definitive guideline about amount of marking that can be applied across the whole school, rather each department should work to ensure consistency and quality appropriate to the age and subject of each class.

Remember:

1. Feedback takes three forms (in order of decreasing importance):
 - Immediate feedback at the point of teaching
 - Formative feedback at the end of a task/lesson
 - Review feedback away from the point of teaching (including written comments and marking)
2. Written comments should only be used where they are accessible to students according to age and ability.

3. Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons allowing them to make good progress.

4. Feedback can take many forms other than written or verbal comments as it may include signals and gestures to communicate with pupils or symbols, stickers and drawings or images.

5. Feedback is an opportunity to move learning on by addressing a misunderstanding, pointing out an error, pointing out an area for development, reinforcing a skill or key piece of information, extending a child's understanding or ability to do something.

Evidence of feedback is important where it is appropriate to the process and serves the teacher and the form of the feedback. Some feedback cannot be evidenced and feedback is not given solely for the purpose of evidence.

Quality assurance and professional development

Chairs of Faculty and mentors will quality assure feedback and marking, and provide appropriate support during drop-ins, lesson walks and appraisals. The programme for this will be set by the Faculty Chairs. Feedback monitoring will include professional dialogues to understand why you have made certain choices and inform future development including the sharing of best practice.