



**HORRIS HILL  
SCHOOL**

# **Marking and Feedback Policy**

**Policy reviewed:**

**Reviewed by ML Autumn 2023**

**Approved:**

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**Autumn 2024**

## **Policy Purpose**

The Horris Hill School Marking and Feedback Policy provides an overall framework for all teachers to follow. Departmental marking policies may give particular guidelines for individual subjects but will enhance this school-wide policy rather than replace it.

The School Marking and Feedback Policy should be shared with the pupils, so they understand the purpose and process of marking and feedback, and most importantly the teachers' expectations of them.

It will be helpful to give pupils in the Upper School a copy of the Marking Code (see below) to stick in the front of their exercise books.

The most important question a teacher should ask is 'What is my impact?'. Answering that question is difficult, and we risk feeling we are good teachers even when our pupils are not learning as well as they could. Good assessment and feedback practices provide firm evidence for the teacher, and so can help staff to find more varied, more effective and more lasting ways to promote understanding in their pupils.

The Policy below should be adhered to by all teachers. Each department should also formulate specific additional refinements for marking and feedback specific to their subject, while keeping to this overall school Marking and Feedback Policy. In the Lower School there are specifically adapted marking and feedback protocols that are age-appropriate and that also make use of the feedback facilities for younger pupils that are provided through the employment of Tapestry.

**All pupils' written work must be marked; whether the work is marked by the teacher, a peer or the pupil himself depends on the nature of the task.**

### **1. Principles**

The main aims of any marking and feedback should be to ensure that:

- Pupils feel that their work is valued
- Pupils understand what they have done well
- Pupils understand how to improve their learning

We believe that consistent use of this policy will help in ensuring progress for all pupils.

### **2. Aims and Objectives**

Effective marking and feedback should:

- recognise, encourage and reward pupils' effort and achievement and celebrate success over time
- be based on the individual rather than on comparison with other pupils
- relate to the implicit or explicit success criteria
- give pupils a clear understanding of how well they have met those success criteria
- give a clear indication of how a pupil's work could be improved
- give pupils time to read all written comments and have time to respond to them
- allow pupils time to reflect on their learning
- create opportunities for extension work where appropriate

- identify pupils who need additional support
- inform future planning

### 3. In Practice

Wherever possible, marking and feedback take place with the pupil face to face and is shared as soon after the work has been completed as possible. As a school, we value verbal and written feedback equally in moving learning forwards. Ideally, feedback should be given in the next lesson, but this may not always be possible.

#### Learning Objectives/Success Criteria

Pupils must know the specific purpose of any work set and should understand the success criteria in order to be able to achieve what the teacher intends from any exercise. Teachers must be confident that every pupil understands what it takes to complete the work successfully. Sometimes this will need to be explicit: by writing the learning objective on the board or presenting it on the question sheet, or that a form such as illustrated below is given to the pupil to stick in their book. Continuation work may not need success criteria to be so overtly identified. Marking and feedback is then based on these criteria. Although all work is marked, not every mistake needs to be highlighted by the teacher or corrected by the pupil. Below is an example of a success criteria table that could be employed at the start of a new topic or a major piece of work (it may also include the learning objective):

Example:

I will be successful if...	Pupil	Teacher
<i>I am able to use the future tense correctly in short sentences</i>	Y	Y
<i>I can recognise the conditional tense when reading</i>	WT	WT

(WT = working towards, Y = Yes)

### 4. Verbal Feedback

This means discussion with the pupil about the learning. It is a very valuable form of feedback for **all** pupils (regardless of age or ability) especially if it is immediate, focused and personal. The quality of thinking can be higher if it is verbal. It also allows for interaction between the pupil and the teacher and, where appropriate, between peers. Praise is always more meaningful if it is given face-to-face. Where possible, it is useful to record on their work when verbal feedback has been given (see Marking Code below)

### 5. Written Feedback

Pupils write in blue ink, so teachers must use a different green for written comments, corrections or check marks. Pupils' responses/corrections are made in another contrasting colour.

- **All work will be acknowledged by using ticks and a short comment (e.g. 'good' or 'well done').**
- **For all work the teacher (or pupil if using self-assessment) will clearly indicate whether the success criteria/learning objectives have been met**
- **Where pupils have self-assessed or another pupil has peer-assessed, the teacher will indicate whether they agree (acknowledging that they have checked the self-assessment/peer-assessment is called 'over-marking')**
- **All 'key' pieces of work (e.g. a writing assessment, a conclusion to a unit of work etc.) will be 'quality marked'**

*(It is expected that all pupils' work is quality marked at least once every six lessons.) These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. Teacher written feedback must:*

- be positive and celebrate effort and achievement (WWW)
- relate to success criteria/learning objectives
- indicate next steps for improvement (EBI)
- be supported with time and opportunities for the pupil to reflect upon and act on

## **6. Pupils responding to feedback**

- When feedback is given in a lesson, pupils will respond immediately. When correcting, pupils should not erase the wrong answer. The correction should be written in a different colour with the teacher indicating that they have given verbal feedback
- When the feedback is written (books returned to pupils at the start of the following lesson) pupils are given time to read the feedback.
- Sometimes the feedback only needs reading (e.g. the teacher might be suggesting the pupil considers next time they do a similar task)
- Teachers indicate where an immediate written response is required – pupils do not need to respond to every written feedback.
- The amount of time given to pupils to respond will vary depending on the needs of the pupils
- Pupil response time is an opportunity for the most able pupils to be challenged with extension work

## **7. Wherever possible, pupils are encouraged to self-evaluate their own learning**

Pupils are encouraged to be independent learners – they benefit from being involved as much as possible in the learning process. Where appropriate, pupils are encouraged to:

- Self-assess against given success criteria
- Peer assess against given success criteria
- Write their own key notes or targets

## **8. Monitoring**

Heads of Department carry out work scrutinies of marking for each teacher in their department at least once a year. For a new member of staff Heads of Department should carry out work scrutinies in the first half term.

Members of the Senior Leadership Team will carry out regular 'work sampling'. The intention is to sample the marking of every teacher, in each subject they teach, at some time during the year.

## 9. HORRIS HILL MARKING CODE

When your work is marked, teachers will use the following symbols to let you know where you need to correct your work and improve it. Some teachers may only use a few of the symbols. Other teachers will use all of them. This will depend on how old you are and the subject being taught.

CODE	MEANING	What you may need to do...
✓	Correct answer/good point	
✓ ✓	Excellent answer or point	
X or question number circled	Wrong answer	Write the correct answer in a different colour.
?	Think about this again. Your meaning is not clear.	Have another go at the question. Rewrite the sentence so it makes sense.
WWW	'What went well' (teacher outlines strong points of the work done)	Read comments to see what is particularly good about your work
EBI	'Even better if' (teacher suggests ways you could have done better)	Read comments to learn what to improve for next time
P or mistake circled	Punctuation missing or in the wrong place	Put in correct punctuation.
CL or mistake circled	Capital letter missing or in the wrong place.	Write in correction above the circle.
G	Incorrect grammar	Write correction in pencil above.
Sp	Spelling mistake	Write correct spelling out three times at the bottom of your work.
//	Start a new paragraph.	
^	A word or phrase has been left out or an ending is missing.	Add in the missing word/s or ending.
WWWT	What is wrong with this?	Check your work and identify the mistake. At the end of your work, explain what you did wrong and write it out correctly.
RTQ!	Read the question more carefully!	Read the question/look at the instructions again. Answer it again at the bottom of your work.
ATQ!	Answer the question	Read the question again. Answer it again, making sure you have written a response to what was asked for.
R	Respond	Write a reply to what the teacher has written
V	Verbal feedback given	