



Ysgol Penglais School

# Marking & Feedback Policy

**Signed:**

A handwritten signature in blue ink, appearing to be 'Suz'.

(Chair of Governors on behalf of the Governing Body)

**Date: March 2019**

**Date to be reviewed: February 2022**

(by the Full Governing Body)

# PENGLAIS SCHOOL MARKING & FEEDBACK POLICY



## Purpose

- To make explicit how teachers mark student work and provide written feedback.
- To enable students to make progress in their learning.
- To ensure consistency in the way that student work is marked across Key Stages and Departments.

## Key Pieces – Detailed Marking & Feedback

The Subject Leader & Head of Faculty will identify **KEY PIECES** of work where detailed written feedback and student response should be evident. There should be at least one Key Piece every half term. The Key Pieces should be rich learning tasks and identified in SoW.

All Key Pieces in Key Stage 3 will be marked using a department/ faculty pro-forma. The pro-forma should include success criteria based on content and skills, teacher feedback on **Content, Skills, Improvement**, student response and targets.

Maths will provide detailed formative feedback equivalent to Key Pieces at the end of each module. The Progress Record will be used in place of the Key Piece Pro-forma.

## Light Touch Marking and Feedback

The more general classwork and homework completed by a student that is not a Key Piece should be looked at by the teacher and have some 'light touch' marking but not detailed feedback. Marking codes should be used. Written feedback should be brief and given where a correction or improvement is needed. The feedback should be written in a way that directs and supports the student in how to improve.

The following procedures for marking student work, our expectations of student work and providing written feedback on Key Pieces in KS3 & 4 should be implemented by all staff.

### 1. Presentation, organisation and completion of work

- All exercise books should have the introduction sheet glued on the front inside cover and Global Grade sticker on the back inside cover
- All students should be putting the date, CWK/HWK and a title (lesson objective) at the start of the work completed in the lesson
- All titles should be underlined in pen with a ruler or straight edge
- All drawing work including diagrams, graphs, tables should be drawn in pencil
- All sheets should be glued in
- All work should be completed. If work is missed or unfinished this should be copied up by hand or photocopied and glued in

### 2. Clear Success Criteria

- The students need to be aware of what they are trying to achieve in their work and the marking and feedback must be based on these criteria
- The success criteria should, where possible, differentiate between content and skills

### 3. Formative Comments – Content, Skills, Improvement CSI

- Teachers should write clear comments on:

- what is good about the work they are marking both in terms of **content and skills**
- give information about **ways to improve** the standard of the work they are marking with examples, where appropriate
- Students that have achieved an excellent standard of work with little room for improvement should have comments that encourage them to develop their learning further
- Comments should be encouraging and constructive
- Comments should be addressed to the student

#### **4. Dedicated improvement and reflection time - DIRT**

- This time will be planned opportunities for students to read the written comments in their books and **make improvements to their work**
- Students will be expected to make these improvements in **green pen where appropriate** so that it is easily identified by the teacher, student, parent and outside observer
- The timing of this can **take place in lessons or as homework** and can be anything from 2 to 30 minutes
- There should be evidence of this taking place on Key Pieces
- It is important that teachers acknowledge the improvements made through a tick, signature or comment later on in the book
- Each faculty has an Improving Work Policy that all teachers should adopt and follow. This policy outlines the strategies that should be adopted by all teachers of that subject, when organising improvement time.

#### **5. Literacy across the curriculum**

- Teachers should be applying the literacy codes to their marking, when appropriate
- If there are spelling mistakes the teacher may write the word correctly once and direct students to the spelling strategies on the literacy mat
- If there are grammatical mistakes teachers should direct students to the literacy mat
- If literacy is part of the success criteria then there should be written feedback relating to this
- MFL & Cymraeg/ Welsh will use marking codes specific for each language

#### **6. Numeracy across the curriculum**

- If numeracy is part of the success criteria then there should be some written feedback related to this
- Maths will use the numeracy marking codes

#### **7. Peer and self- assessment**

- It is important that peer and self-assessment relates to the success criteria of the lesson/ piece of work.
- Students should write comments on what has been done well and what can be done to improve the work they are marking.
- Students will be expected to make the improvements identified by themselves or their peers in the dedicated improvement and reflection time.
- Teachers need to check self and peer marking so that students are trained in how to carry this out successfully.
- Peer and self- assessment should be done in green pen and signed by the student marking the work