

FEEDBACK AND MARKING FOR LEARNING POLICY

Context

Effective marking of and feedback about students' work lies at the heart of Assessment for Learning;

Feedback is about helping Learners to improve their work;

'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.'

Inside the Black Box: Raising Standards Through Classroom

Assessment

Paul Black and Dylan Wiliam,

2001

What makes effective marking?

Marking should:

- provide clear feedback to pupils about strengths and weaknesses
- identify where improvements can be made
- recognise, encourage and reward pupils' effort and progress
- focus on those areas of learning where groups or individual pupils need specific help
- provide a record of pupils' progress
- help parents understand strengths and weakness in their child's work.

When marking pupils' work, teachers need to consider whether:

- their comments are to form the basis of a discussion between the teacher and the pupil
- pupils are expected to read these comments
- the comments are to inform future work
- the comments are to correct or improve an existing piece of work.

Comments on children's work should:

- relate to planned learning objectives and outcomes
- be legible and clear in meaning
- recognise pupils' achievements
- indicate the next steps in pupils' learning

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Status	Recommended
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Purpose

The purpose of this policy is to provide a clear rationale for marking students' work and to give guidance on effective marking for learning thereby improving standards of marking and through that learning.

Consultation	<ul style="list-style-type: none"> • Teaching staff • Middle Leaders • Governors • Leadership • Unions • LEA
Relationship to other policies	<ul style="list-style-type: none"> • Assessment • Teaching & Learning
Relationship to standard operating procedures	<ul style="list-style-type: none"> • “What is effective marking for learning?” guidance sheet

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Regularly monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Ensure wide consultation for the inception of this policy • Ensure structures are in place to support the effective implementation of this policy
Deputy Headteacher for Learning & Teaching	<ul style="list-style-type: none"> • Take a lead in establishing the principles underlying effective Feedback and Marking for Learning to support Assessment for Learning across the curriculum
Learning Directors	<ul style="list-style-type: none"> • Monitor the quality of Marking for Learning through a programme of termly work scrutiny and ongoing MRE processes across their communities • Agree with their lines the regularity of marking in a particular department and monitor
Curriculum Leaders	<ul style="list-style-type: none"> • Establish a departmental procedure for Marking for Learning in line with whole school procedures • Agree with line managers the frequency of marking in the department • Monitor the regularity and quality of marking within their department
Teachers	<ul style="list-style-type: none"> • Mark books regularly in line with agreed departmental procedure and whole school policy focusing on enabling students see their strengths and weaknesses and areas for improvement • Set and review curricular targets for individual students

Arrangements for Monitoring and Evaluation

Date established by Governing body:	December 2009
Date for full implementation:	January 2010
Date of review:	January 2012