



Believe. Achieve. Succeed.

Marking and Feedback

Marking and feedback has three purposes:

To help pupils:

- 1) Understand what they have done well
- 2) Understand how to improve
- 3) Make visible signs of improvement as a result of feedback

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it.

Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Teachers should give written feedback using green pen and pupils should make their improvements in red.

Consistency

The three purposes of marking should be evident in all cases in all subjects throughout the school. However, approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

September 2014