



KINGSDOWN SCHOOL

Marking and Feedback Policy

Approved by:	Impact Committee	Date: 28th June 2022
Last reviewed on:	June 2022	
Next review due by:	June 2023	

Rationale

This policy forms an integral part of Kingsdown School's Teaching and Learning Policy and the Assessment for Learning Policy. Its purpose is to ensure consistency and understanding in assessment for learning and assessment of learning. Marking provides strategic opportunities for learners to improve their work and supports the process of learning.

- We aim to have a positive and informative approach to marking that is encouraging and motivating to students and provides an important tool to be used in supporting students' progress.
- The aim of this policy is to ensure an agreed common, consistent approach towards marking students' work.
- The marking of students' work should be regarded as a regular means of communication with students about their progress. The communication needs to be in the form which is comprehensible and understood by the individual student. This is generally in writing, although a verbal response will be appropriate at times, particularly in subjects which are mainly practical.
- This policy recognises that a range of marking strategies will need to be employed if marking is to be effective. However, all marking should satisfy the principles within the agreed framework and should not conflict with the school's overall policy.

The Purpose of Marking

Effective and consistent marking of students' work will:

- Improve the quality of teaching and accelerate students' learning
- Inform planning and future lessons
- Positively affect student progress
- Assess the extent of students' knowledge and make judgements about student attainment, particularly in relation to teacher assessment
- Show students' that someone takes an interest in their work
- Acknowledge the effort they have made
- Help students to identify strengths (WWW) and areas of development (EBI)
- To help students reflect on and improve their work
- Extend learning and set targets for future improvement
- Enable students to understand how far they have progressed
- Enable students to monitor their own progress
- Help teachers to check for misconceptions
- Help teachers to evaluate the success of their teaching and learning strategies and inform the planning of next steps in learning
- Provide information for records and reports
- Address requirements for literacy and numeracy across the curriculum
- Foster interaction between student, teacher and parent/carer

What we Expect to See

In Books

- Students receive feedback every 3-4 lessons in a variety of ways
- Students respond to individual, whole class, self and peer feedback in green pen
- There is evidence of model exemplars in books at regular points. In written subjects there is an expectation of showing an excellence and a standard response
- We do not expect to see teacher comment - feedback is evident through green pen work, model answers, teacher tracking and planning

In Lessons, where appropriate

- Tracking, Not Watching
- Cold Call
- No Opt Out
- Right is Right
- Show Call
- Students acting on feedback received

Exam Feedback

KS3

- Evidence of feedback from tests in green pen by students

Where appropriate:

- Model answer to support feedback
- Reviewing and redoing of knowledge/skills
- PLCs given to students to show areas of focus

KS4

- Evidence of feedback from tests in green pen by students

Where appropriate:

- Model answer to support feedback where appropriate
- Redoing or ongoing review of knowledge/skills where appropriate
- PLCs given to students to show areas of focus

Subject Leaders to lead on appropriate points in SOW where tracking, checking and feedback should take place.

Class teachers to follow direction of subject leaders, but to react to the needs of students and respond with feedback as appropriate lesson to lesson

Suggestions for Feedback

- How feedback is given to students should be dictated by the needs of the students, and the professional opinion of the teaching staff for example:
 - Individual 1-2-1
 - Coded feedback written into books
 - Whole Class
 - Reteach

- Replan
- Peer review/self review with clear criteria
- Live marking
- Live modelling
- Written feedback

Signed



E Leigh-Bennett
Headteacher

Date: 9th May 2022

Signed



L Scragg
Chair of Governors

Date: 9th May 2022