



Wanstead High School Marking and Feedback Policy – A summary for parents 'Every Lesson Everyday, Good or Better'

This is a two-sided summary of the school's Marking and Feedback Policy for parents. A full copy of the policy is available on request.

Our Vision

We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world.

Aims

Marking has two purposes:

One, students act on feedback and make progress over time.

Two, it informs future planning and teaching. It is a dialogue between teacher and student.

(Ross Morrison McGill)

- Promote a core and consistent approach to assessment, marking and feedback throughout the school in order to improve standards and not merely measure them.
- Guide staff to ensure that students are receiving high quality feedback consistently from all subjects.
- Provide a core and consistent approach to marking and feedback throughout the school so that students have a clear understanding of teacher expectations.
- Ensure that all assessment, marking and feedback is conducted with a view to improving the learning of all students.

Expectations

Effective Marking and Feedback should:

- Be meaningful, manageable and motivating for staff and students.
- Enable teachers to gain a better view of students' strengths and weaknesses in order to inform effective lesson planning.
- Teach students how to learn and how to reflect on and improve on their learning.
- Be marked against the Learning Intention/Outcome of the lesson.
- Encourage in everyone, a 'growth mindset', where mistakes are valued as opportunities to learn and the belief that all can improve is cherished.
- Plan time for students to respond to feedback and targets set.
- Be accessible to all, at the student's level of comprehension. Be written in handwriting that is legible and a model for the student.
- Every piece of work is to be seen and valued.
- Marking and feedback must be regular, marked at least within three weeks (or sooner where deemed appropriate).
- Marking must also be for literacy (spelling, punctuation and grammar) and the quality of written communication (QWC).
- School marking codes must be used to support whole-school consistency.

All marking and feedback by teachers is carried out in **Red** pen and all marking and feedback by students is carried out in **Green** pen.

Students engage with the marking process

Teacher marking should be something that students use to understand and try to improve; the aim of effective marking is to get students to engage with the feedback and then take action in order to improve their learning.

Students should engage with marking through:

- Use of green pen response and/or reflection
- Redrafting their work
- Student marking (peer and self-assessment)

A number of marking and feedback strategies making marking more meaningful, manageable and motivating can be referred to in the Teaching and Learning Handbook.

Effective marking and feedback strategies that we deploy are as follows:

- Deep Marking (and Student Response)
- Closing the Gap ('acting on the feedback')
- Acknowledgement Marking
- Yellow-box Marking
- Peer and self-assessment
- Triple-Impact Marking
- Hot Marking/Live Marking
- Verbal Feedback
- Literacy Marking
- Motivational and effort comments

Details of each strategy can be found in the full version of the school's Assessment, Marking and Feedback Policy.

Literacy Marking Codes

Marking should take into account the use of English, particularly spelling, punctuation and grammar. As a baseline a paragraph should be marked for spelling, punctuation and grammar every three weeks. Significant errors should be corrected. Correcting every error may discourage a student.

Errors should be clearly circled and one of the following symbols written in the margin:

Sp = Spelling mistake; the incorrect word may be underlined or circled.

Gr = Grammar mistake

// = New paragraph needed here.

C = Capital letter required e.g. At the start of a sentence or a place name.

O = Punctuation missing.

^ = Missing word.

?? = What do you mean? (It doesn't make sense).

In addition, subject specific editing codes may be available from departments.

When pupils see the "Sp" symbol, they should look up and write down the correct spelling in the margin or bottom of the page. This should form part of Green Pen Response and should be monitored.

Parents can see the impact of marking and feedback when they have the twice-yearly "Books Home Weeks". Details of these are on the school website.