



Braidwood School

Marking and Feedback Policy

Statement of intent

Braidwood Trust School understands that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at Braidwood Trust School will ensure that all feedback and marking avoids negativity, and instead encourages learners to take part in a dialogue that improves their performance.

Signed by:

Headteacher

Date:

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1. Marking

1.1. Aims and objectives:

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following important points:

- The individual learner's abilities and goals
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the learner of previous success to boost confidence
- Providing effective communication between learners and teachers
- Improving the self-belief and confidence of learners
- Celebrating success
- Identifying learners who require additional assistance and intervention
- Clarity and consistency of marking across the school
- The individual learner's level of understanding

1.2. Learner reflection time

Teachers and TAs will look for opportunities to discuss the work that learners have done as they are doing it, giving immediate feedback. When marked work is given back to learners after a lesson, teachers will allocate some time to read the comments and reflect on how they can improve. This is best when it is habitual - for example, five minutes being given at the start of a lesson to respond to feedback from the previous lesson. The feedback will be delivered by the teacher or the TA.

1.3. Rewarding good effort

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time.

At Braidwood School, we reward effort rather than attainment. There is an effort chart displayed in every room where we outline what constitutes good effort. Learners can use this to grade themselves. Learners will be asked to reflect on their effort at the end of a lesson. If work has been produced in files or books, a marking sticker will be placed at the end of the work and learners will be asked to grade themselves on the following scale.

1 = Not enough effort

2 = Needs more effort

3 = Excellent Effort

4 = Additional excellent Effort

They will write the effort grade/number in the 'L' (learner) box **according to how they perceive they have worked**. The teacher or TA will then give their grading for the effort that the learner has applied to the lesson in the 'T' box. A discussion will then take place between the adult and the learner so that an agreed grading is decided upon (where there is a difference of opinion) and the final grading will be placed in the 'J' (joint) box.

One house point will be awarded on SIMS for an effort grading of 3 and two house points will be given if a grade 4 is achieved.

In addition to the grading, the following techniques will be used to celebrate success:

- Praise in front of the whole class
- Displaying excellent work in the classroom and corridors
- Recognition in assembly and mention in the newsletter for the three learners who achieve the highest house points that week.
- Verbal praise in a one-to-one setting

1.4. Marking

When marking pupils' work, teachers will:

- Give feedback on whether the learning objective has been achieved in red pen at the top of the marking sticker.
- Tick which strands of the success criteria have been achieved at the start of the work.
- Pose a question/ comment in blue pen on the bottom of the marking sticker to close the gap in learning which the pupil must respond to.
- Correct key spelling, grammar or punctuation mistakes.
- Allow specific time for pupils to read, reflect, and respond to marking.
- Ensure that the learner has completed and understood the feedback and signed the feedback sticker.

1.5. Self-evaluation

A simple way for learners and teachers/TAs to improve communication is for learners to look at and evaluate their own work. It is also useful for teachers to assess whether learners understand the feedback policy of the class. Using specific phrases can enable pupils to take part in their own improvement. Teachers will encourage pupils to use some of the following phrases:

- I liked...
- I learned...
- I think I will...
- I still don't understand...
- I found... difficult because...
- I solved... by...
- I need help with...
- I could get better by...

1.6. Peer-to-peer feedback

By involving learners in reviewing each other's work, teachers will help learners to identify success. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process.

2. Feedback during lessons

Feedback differs from marking; it is not limited to comments placed on the work of learners. Feedback can be immediate verbal/ signed communication in the classroom or provided during one-to-one meetings.

2.1. Focussed learning and feedback

Braidwood Trust School believes the most effective way for learners to achieve is with clear guidelines. In this way, they are aware of the subject content **and skills** they need to learn and understand. At Braidwood Trust School, teachers will ensure lessons remain focused by:

- Clearly outlining which subject content will be covered in each class, going through the LI and SC at the start of the lesson.
- Having a clear plan in mind for the progression of learning in the subject.
- Reviewing the learning at the end of the lesson and recapping on it at the beginning of the next lesson.
- Making it clear what the objectives are from week to week, as well as final expectations through the use of mini rubrics.

Mini rubrics will appear in books at the start of the half term. A pre- assessment will dictate where the learners are at the start of the topic and the starting point for learners will be indicated by highlighting/ outlining the box on the mini rubric.

When learners have demonstrated understanding, a date will be entered on the mini rubrics under either 'S' (work done with support); 'P' (prompted by an adult) or 'I' (Independent). This date indicates that they have achieved this learning intention, with that level of support and allows this to be found in learners' books.

2.2. Verbal feedback

In Braidwood School, verbal feedback is an effective and immediate way of guiding learners. Feedback can be expressed in many different ways using BSL, SSE, spoken English or through the use of visual prompts to aid understanding. It is important for the teacher or TA to make a note on the pupil's work to indicate that verbal feedback has been given. This can be done by marking the page with a 'VF' to evidence that a discussion has taken place to assist learners in their learning.

3. Reviewing progress

It is important to continually evaluate whether the school's Marking and Feedback Policy is working. One effective way of reviewing the current policy is to cross-check teachers marking. Members of the teaching staff can cross-check each other's books and suggest areas of improvement during book trawls in staff meetings.

SLT will also be monitoring consistent application of the Marking and Feedback Policy through book trawls and lesson observations.

This policy will be reviewed on an annual basis by the governing body.

Review date: _____