



St Matthias ACADEMY



Marking and Feedback Policy 2020-21

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.

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To be reviewed: September 2018. Review 2: September 2019 Review 3
September 2020



Aims

- To ensure that all pupils are challenged and their achievements are celebrated.
- To ensure that pupils are encouraged through feedback to improve and extend their learning.
- To ensure that feedback develops in line with the needs and ages of the young people throughout their time at the Academy.
- To ensure that marking and feedback is clear, relevant and useful to the young people.
- To give clear guidance for all staff.

Why do we give feedback?

- To give pupils the criteria to meet the next step in their learning, at whatever level this may be.
- To ensure that pupils are made aware of their steps to success, at an appropriate level.
- To assess whether learning outcomes have been met.
- To celebrate success.
- To develop self-esteem.

And if appropriate

- To encourage a reflective mind... becoming more aware of how they learn and their mistakes.
- To develop a resilience to constructive criticism.

Effective feedback must be

- Related to the learning outcomes
- Used to inform planning
- Be useful and effective
- Supported and promoted by all staff
- Used to promote self esteem
- Used to promote self-reflection



When should we give feedback?

For the majority of our learners, the feedback needs to be immediate and should relate to the learning outcome of the lesson, without missing opportunities to comment on other learning.

Feedback will be given at an appropriate level for pupils to understand. Feedback must relate to the young person's progress towards the learning outcome, as well as effort.

Annotation

A key part of ensuring consistency across the school is the accurate and useful annotation of work including photographs.

Annotation should include the context of the evidence, the level of types of support given, it may include the frequency that the target was met.

Lesson plans should be annotated as to the success of the learners in meeting the intended learning outcome.

Marking and Assessment

Marking may take the following forms:

- Maintenance marking – this checks routine work has been completed to a satisfactory level
- Diagnostic marking – this marks work more thoroughly
- Assessment marking – this is work marked against examination board criteria, assessment schemes, progression lines or subject criteria

It is expected that marking should take place at least weekly. Examples of marked work are assessed on a six-weekly cycle following the assessment tracker and the assessment data input into the spreadsheet to be discussed at weekly Pupil Progress Meetings.

Books and folders

- All work should have date/title/lesson objective
- All drawings and diagrams should be in pencil.
- Pupils should write in pencil or a black or blue pen.
- Staff should write in green pen
- Felt pens are not used in exercise books.



- One single line is used to cross out mistakes.
- Areas to improve can be indicated by a yellow highlighter or subject specific indications (eg Art, IT, DT etc)
- Any work stuck in should not exceed the book pages.
- Books should be presentable and in line with the academy ethos of belief, respect and responsibility.

Marking Annotations

Sp	Spelling Error – Correct and write out x3
P	Check punctuation: full stops/commas/question marks
C	Check capital letters
NP	New paragraph needed
SM	Check speech marks
I	Independent work
S	Supported work
PA	Peer assessed
SA	Self assessed
SC	Self-corrected
SV	Scribed verbatim
VF	Verbal feedback given