



# Marking and Feedback Policy

As research makes clear, marking and feedback are integral to teaching and are of fundamental importance in enabling students to understand how to progress in their learning.

Practice in these areas is underpinned by the following principles:

1. A variety of techniques and approaches are used in order to give students both formative (how to improve) and summative (a progress check up to this point) guidance to students in their learning. These include:
  - Personalised written feedback, including the marking of formal assessments
  - Acknowledgement of general class work through light touch marking
  - Oral feedback
  - Self- and peer-assessment activities
2. In most instances, marked assessments and feedback is formative, explicitly identifying learning outcomes, referring to assessment criteria and setting clear targets for students to build upon their learning. Moreover, the subsequent teaching invariably responds to the outcomes of the assessments.
3. Formal assessments are recorded in schemes of work and accurate, while up-to-date records of student progress are maintained by all teachers.
4. Work is returned within a reasonable timeframe, ensuring that the feedback remains relevant to the stage of the course and needs of the student.
5. Each subject devises and uses appropriate DIRT activities to enable reflective learning.
6. Marking and feedback inform a teacher's judgement of student progress in the formal schedule of reporting and assessment over a school year.
7. Linked to this policy, all faculties / departments adhere to the school's **Literacy Marking Key** ( see appendix )

## Recognition of good work

In accordance with the school's **Behaviour Policy**, good work by a student is acknowledged in a variety of ways, including verbal praise, written comments and the award of merits.



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## Unacceptable work

In accordance with the school's **Behaviour Policy**, work of an unacceptable standard due to lack of effort is to be repeated, with clear instructions on the timescale and conditions for the second attempt. Failure to repeat a task is treated seriously, with a Department detention.

## Scrutiny

Scrutiny of the setting and recording of marking and feedback forms part of the ongoing evaluation of teaching and learning in the school, as conducted by Faculty / Subject leaders and the Senior Leadership Team, including biannual whole school work sampling exercises, carried out in the Autumn and Spring terms.

## Appendix

### **BHS Literacy Marking Key**

- **This key is designed to help you improve your written work**
- **Please correct your work before you hand your book back in to your teacher**
- **Don't forget that good presentation of your work is very important**

<b>Code</b>	<b>Explanation/Action</b>
<b>Sp</b>	Unfortunately, you have not spelled this word correctly. Please look up the word in a dictionary and write it out x 3 under the heading 'Spelling Corrections' in your book.
<b>P</b>	There is a punctuation error here. You should consider where you went wrong. Do you keep making the same mistake? Why?
<b>//</b>	You should have started a new paragraph here. Consider why.
<b>TT</b>	You have used a subject specific technical word – well done!
<b>G</b>	You have made a grammatical error. Please re-write the sentence properly in your corrections.
<b>Pr</b>	The presentation of your work is not of the standard expected. Have you underlined your headings? Dated your work? Is your handwriting easy to read? Aim to improve next time.