

Maple Medical PRU



Policy for Marking and Feedback

Date Written	
Approved by Head teacher	
Approved by Management Committee	
Review date	

At Maple, we aim to ensure that pupils derive maximum benefit from their education and are entitled to regular and timely feedback from staff to enable them to evaluate their progress and close the gap between current and desired performance.

We aim to apply methods used for marking work consistently throughout Maple to help pupils understand expectations year on year and differentiated according to the age of the pupils and use as much live feedback/marking as possible.

Marking and feedback should:

- Have a purpose and always be focussed on enabling and accelerating progress
- Demonstrate high expectations
- Have a demonstrable/evidenced impact
- Be provided as soon as possible, via live marking and verbal feedback within the lesson
- Involve pupils via peer and self-assessment marking wherever possible
- Challenge pupils to apply learning in different contexts and consolidate or deepen understanding
- Be matched to pupil needs and be accessible by them
- Be tailored to individual lessons so that most effort from teachers and pupils is focussed on key learning steps and therefore will not be in-depth written feedback for all pieces
- Relate to learning intentions which have been shared with pupils
- Provide clear next steps where appropriate
- Inform future planning
- Celebrate, encourage and reward a pupil's effort and progress
- Involve all adults working in the classroom
- Be manageable for teachers
- Inform parents/ carers about the strengths of their child's work and the next steps forward in order to progress

Benefits of live marking and verbal feedback in lesson

- The learning objective is reinforced in the pupils' mind as they work
- Pupils automatically review and re-evaluate their work
- Marking is more focused and less time consuming
- Teachers' marking is understood and can be acted upon and is an aid to assessment and planning
- Misconceptions can be addressed within the lesson

Success criteria for marking and feedback

- Pupils should be able to read and understand marking comments (using age-appropriate language/prompts /diagrams/stickers/differentiation) and respond as appropriate.
- In order for feedback to be effective, it should focus on the learning intentions of the lesson. Throughout Maple, all work will be headed by a date and learning objective/title, capturing the key learning intention.

How marking and feedback looks throughout Maple

Nurture Groups- Spruce Class, Rowan Class, Aspen Class and Elder Class

- Marking and feedback is highly differentiated to meet the needs of every pupil within the classroom.
- All work has a date and clear learning objective for every taught lesson.
- All marking and feedback is given immediately with a colour coded system that is familiar and easily identifiable by pupils. See Appendix 1.
- Spelling corrections should be limited to those that pupils should know
- Secretarial mistakes will not be marked in every piece of work unless part of the learning objective, at the discretion of the member of staff
- Pupils will be involved with self-marking, shared marking and peer marking whenever appropriate
- Marking can be completed by any adult working within the classroom, and should be initialled
- As pupils progress through Maple nurture groups, they are expected to reflect upon their learning, this is a differentiated approach from; pupils ticking success criteria on the whiteboard at the end of the lesson, reviewing learning verbally to the adults that they work with; to self-assessing against the success criteria statements along with a short 'I can now' reflection- see appendix 3.
- When appropriate, Nurture classes also provide 'in-depth' feedback. See Appendix 2.
- If pupils are absent, this will be indicated clearly in the pupil's book.

Maple Key Stage 3 and 4 Classes

- Marking and feedback is highly differentiated to meet the needs of every pupil within the classroom.
- All work has a date and clear learning objective/title for every taught lesson. This will be in the form of a page topper- See Appendix 3.
- Marking will indicate if the pupil has achieved their lesson objective independently, with support or if more work is needed

- When appropriate, pupils will reflect upon their work using an 'I can now...' statement, this enables staff to check pupils' understanding. See Appendix 3
- When appropriate marking/ feedback should be given immediately.
- Spelling corrections should be limited to those that pupils should know
- Secretarial mistakes will not be marked in every piece of work unless part of the learning objective, at the discretion of the member of staff
- Pupils will be involved with self-marking, shared marking and peer marking whenever appropriate
- Marking can be completed by any adult working within the classroom, and should be initialled
- When appropriate, marking codes will be used in work. See Appendix 4
- When appropriate, 'in-depth' feedback will be given using the STARR approach. See Appendix 2. In-depth marking will be completed at least once a half term and be easily identifiable within pupils' books or assessment folders.
- If pupils are absent, this will be indicated clearly in the pupil's book. Missed work can be added to the book for revision purposes but this must be initialled by the staff within the classroom.

Hospital school

- Marking and feedback is highly differentiated to meet the needs of every pupil.
- All work has a date and clear learning objective for every taught session.
- Spelling corrections should be limited to those that pupils should know
- Secretarial mistakes will not be marked in every piece of work unless part of the learning objective, at the discretion of the member of staff
- Pupils will be involved with self-marking, shared marking and peer marking whenever appropriate
- Marking can be completed by any adult working within the classroom, and should be initialled
- All marking and feedback is given immediately with a colour coded system that is familiar and easily identifiable by pupils. See Appendix 1.
- When appropriate, Nurture classes also provide 'in-depth' feedback. See Appendix 2.

Appendix 1

Nurture group colour coded marking and feedback system

<u>Objective Key</u>	<u>Marking Key</u>	<u>Pupil Marking Colour Key</u>
Achieved without support	I= INDEPENDENT	Correct Answer- PERFECT
Achieved with support	WS= WITH SUPPORT	PINK
Not achieved	VF= VERBAL FEEDBACK	Incorrect answer and next step, if appropriate- BETTER IF
		BLUE

Appendix 2

Maple in-depth marking/feedback form.

Name:

STARR Feedback-								
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1	2	3	4	5	6	7	8	9
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<u>S</u>TRENGTH of the work:

<u>T</u>ARGET for improvement:

<u>A</u>CTIVITY to improve:

<u>R</u>ESPOND to the activity:
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<u>R</u>ECOGNITION:

1	2	3	4	5	6	7	8	9
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Appendix 3

Date and objective/title page topper

'I can now...' pupil reflection tool

Date:		
Topic/Title/ Learning Objective:		
Achieved independently	Achieved with support	More work needed
Any teacher comment:		

I can now...

Appendix 4

The following marking code will be used and displayed throughout subject specific classes. This marking code will be introduced gradually throughout the Nurture groups in preparation for any opportunity for reverse inclusion.

Code	Meaning
Sp	Spelling mistake
P	Punctuation mistake (incorrect usage or omission)
C	Capitalisation mistake (incorrect usage or omission)
//	New paragraph required
^	Omission of word or phrase
~~~~~	Unclear expression