



UNLOCKING YOUR
CHILD'S POTENTIAL

“Marking and Feedback Policy”

Agreed by Governing Body: 21.10.15.

Reviewed by Governing Body: 18.09.20

COVID 19 restrictions mean that any physical work has to be left in a class tray for 72 hours before the teacher can mark it and likewise a period of time before it can be collected by the children.

This is why, the emphasis is on using Google Classroom and digital formats, minimising any paper transfer.

Although the response to marking by students is an essential part of the process due to the working implications of COVID 19 this may not be possible in all situations.



At The De Montfort School, our marking and feedback ensures that students are informed of their successes and areas for improvement and staff have the information they need to ensure lessons are well planned and have impact on student progress.

Aims of our policy

- All marking and feedback is intended to aid progress, celebrate success and improve students' own awareness of their learning experience
- To make marking and feedback at TDMS streamlined and purposeful and to ensure high quality dialogue and impact
- To allow staff time to plan high quality lessons
- To ensure marking and feedback is **visible** to all interested parties
- Students become more active in their learning because they are required to act on feedback
- Students become more accountable for their own work because high standards of presentation and response to teacher feedback are expected
- Marking and feedback fundamentally informs planning and delivery of lessons because it has identified areas of need within a class



Marking has 3 stages. These are outlined below:

Deep Marking	Guidance Marking/Checking	Homework
<ul style="list-style-type: none"> • Marking should have impact on the student’s learning and should be linked to success criteria • One piece of focussed work over an agreed amount of lessons (e.g. nine lessons/one topic) is ‘deep marked’ and fully fed back on • This marking is signposted by the use of a blue coloured sheet to ensure students know where marking has occurred, what feedback has been given and the response from them that is required • Feedback will be in the form of WWW/EBI. It should provide opportunities for progressing understanding either by using questioning or a request for a student to extend their thinking further. This should form a dialogue between teacher and student • Response time must be built into lessons following the marked task. This structured response time is fundamental to student progress and to the demonstration of this • Students causing concern due to progress or attitude will have additional ‘deep marking’ (meaning more frequent feedback and acknowledgment across more work) • Staff should check student’s responses and follow up as required. 	<ul style="list-style-type: none"> • Other work is marked by the teacher, (or sometimes peer marked), to ensure work is completed, support progress and ensure standards are maintained including literacy. • Work could be graded or levelled and may include a comment • This checking will take place on a regular basis appropriate to the topic and the tasks that have been completed in the lessons 	<ul style="list-style-type: none"> • Homework tasks are completed or signposted by use of a yellow coloured sheet. Homework should be designed with peer/self/group assessment in mind • Classwork will be monitored regularly by use of ‘maintenance time’ in which students are required to ensure the highest standards of presentation (sheets to be stuck in etc)



Further Essentials

1. All marking should be completed in green pen by the teacher.
2. High standards should be recognised and rewarded with the use of the recording system on Class Charts
2. Practical subjects should look for other ways to record feedback which could also act as a reflective tool for the student e.g. a verbal feedback sheet or a stamp.
3. Marking should also support the school's drive on standards of literacy, encouraging high standards and using the common codes below to indicate actions by students. Students should be expected to rectify mistakes during the directed instruction and reflection sessions e.g. spellings written out.
4. Staff should ensure that standards of presentation are good and maintained throughout student's work.
5. Individual departments may have a specific appendix suitable to the specific needs of their subject area

Code	Use
Sp	Spelling – to indicate a spelling error in work. Key words in particular should always be identified
Pu	Punctuation error
G	Grammar error
//	Paragraphing needed
✓	A good point or a scorable point
M	Merit
T	Target
?	Question to respond to
EV	Supporting quote or evidence needed
FD	Further development needed (guidance given)