



King's College

DOHA

Marking and Feedback Policy

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Introduction

It is important to provide constructive feedback to pupils, focusing on success and improvement against learning intentions. Feedback is the major factor in pupil progress and is a core component of assessment for learning. It enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning, so lessons and activities are targeted to pupil's needs. Marking has three main functions:

- To provide an assessment record
- To provide feedback to the pupil
- To promote individual dialogue with every pupil
- To help pupils to think about their learning and make progress in a self-evaluative and constructive way

Aims

The 3 'M's

Meaningful

Manageable

Motivating

What is effective feedback?

- The purposes of feedback, both verbal and written, must be clear to all those involved: teachers, pupils and parents. These purposes should be reflected consistently across the school. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.
- Feedback must be focused. Expectations should be shared with learners as learning objectives or standards to be aspired to. These expectations should be reflected in teachers' feedback.
- To be effective, feedback should comprise three elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made
- It is essential to give learners time to absorb and act upon or consolidate feedback comments. A response to feedback should then be expected from pupils, as long as the feedback comments are brief, clearly written and easy for the learner to understand.
- Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.
- For feedback to have a significant and sustained effect, there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike.
- If improvement in work is to take place, the learner must first know the purpose of the task, how far this has been achieved and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap'.

"For assessment to be formative the feedback information has to be used."

(Black and William 1998)

There are two vital elements to feedback



Success is identified a few ways forward or improvements are described
If there are too many improvement points on a piece of work the feedback becomes less productive.

Types of feedback expected to be used for Year 9 and above

<u>Type</u>	<u>Explanation</u>	<u>Code to be used in workbooks</u>
Verbal Feedback	A teacher/TA/LSA discusses a piece of work with the pupil and corrects or extends/deepens learning through dialogue or questioning. After this dialogue, the pupil writes VF in their book (in red pen) and adjusts/extends their work to show better understanding or a deepening of knowledge.	VF
Peer Feedback	During a lesson, pupils are given the opportunity to feedback to one another. Writing PF on the work, a set criterion for feedback must be shared with the pupils (success criteria on the board/exam criteria) and pupils use these comments to feedback in red pen.	PF
Self-Edit	Pupils will correct their own work using red pen prior to it being quality marked. This will include spelling and grammar. (SPAG)	SE

Teacher/CA's/LSA's Written Feedback		
Encourage	Explain what the pupil has done well.	
Challenge - this could be any of the following:	Question – pose questions throughout the body of work which will encourage the pupil to think and respond.	CH
	Improvement - if a pupil has omitted content or facts, or has written an incorrect fact, this can be corrected by a written prompt.	CH
	Scaffold – if a pupil has answered a question incorrectly or misunderstood the task, a supportive/leading question will enable them to improve/correct/extend their work with guidance from the feedback.	CH
	Master - if a pupil has investigated a topic but is yet to apply their knowledge and understanding of it in an examination, a 'BIG' question can be posed to allow the pupil to apply their knowledge and master the topic/subject.	CH

Correct and Perfect

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may best be addressed by providing hints or questions which lead pupils to underlying principles; the former, by simply marking the mistake as incorrect without giving the right answer.

Teachers/TAs/LSAs will use a coloured highlighter pen to show the pupil what to improve, a yellow highlighter pen for the corrections and a green highlighter pen for the improvements that will lead to perfection.

✓	A successful demonstration of learning. A correct answer or good point.
✓ ✓	A very successful demonstration of learning. A perfect answer or a very good point.
Correct	You have made a careless error here, e.g. spelling, punctuation or a calculation error. Can you put it right?
Perfect	You could really improve this part of your work/answer. Either respond to the prompts I have suggested or think hard for yourself about what you could do to improve it.
↑	You're working above expectations. Explain what you have done well.
→	You're working in-line with expectations. What could you do to improve?
↓	You're working below expectations. What didn't you do? What do you need to understand better?
	Individual departments can add additional symbols and explanations here, if needed.

These are some suggestions as to the feedback a teacher would give a pupil when correcting and perfecting their work:

CORRECT	PERFECT
<i>Look again at number 4. You have missed out an essential step. Put this right and your answer will be correct. You need to add some punctuation in your second paragraph. Find and fix this. Three of your answers are incorrect. Can you find them and correct them?</i>	<i>Can you develop this point further by thinking about the health benefits of technology? Could the opposite be true? Explain why. What evidence is there to support this view? Can you swap some of the words you have used with more technical/ sophisticated vocabulary?</i>

Pupil work is marked for formative reasons and will aim to:

- allow the pupil to identify what they can do and what they need to do next to improve;
- allow the teacher to plan future lessons based on what the class and individual pupil has learned and need to learn.

We recognise that whereas the school needs a common approach to provide consistency, we need to be mindful of the uniqueness of each subject. Therefore, subjects need to adapt this policy and apply it effectively to their own subject area. Planning should be evident on medium term plans where formative and summative assessments/feedback will take place within a topic or unit of work.

Types of feedback expected to be used for Year 5 to Year 8

Pupils should expect to have work **quality** marked regularly and feedback should be ongoing throughout the lesson by the teacher correcting and perfecting the work with a highlighter or green pen.

It is not necessary to write a comment on all pupil work, but the quality feedback should follow a series of other feedback opportunities such as verbal feedback, peer feedback and self-editing. When quality marking is present, comments must be motivating and constructive, tell pupils what they have done well and how they can improve their work. It is good practice to base comments on the phraseology of the assessment criteria or take them from the following four areas: *question, improvement, scaffold* and *master*. Where it is planned, a VF can be written on a piece of pupil work and then the teacher can provide verbal feedback to a group of pupils in the following lesson. The pupils will then respond to that feedback in red pen. This will demonstrate progress.

Pupils should respond in RED Pen:

Step	Poor practice uses generalisations, e.g.	Good practice is motivating and meaningful, e.g.
Positive comment with a tick in a circle. 	<i>Good answers which show sound understanding.</i>	<i>All positive comments must be linked to success criteria.</i> <i>You have shown deeper understanding of this topic and applied it well to the exam question.</i> <i>Your presentation has much improved.</i> <i>You have used good analytical skills in this piece of work.</i>
Suggested way forward/challenge from teacher (see table above for variety of feedback options) A combination of correcting and perfecting feedback using yellow and green highlighters.	<i>Give more detail in each.</i>	Question - ask a question which will prompt thought and a response which shows deeper understanding rather than to check understanding. Improvement - <i>Evaluate the arguments you make. This means pointing out the strengths and weaknesses of the arguments. By doing this, you will demonstrate your understanding of the validity of the arguments.</i> Scaffold - pose questions to lead the pupil into realising the correct answer OR give the correct answer and ask the pupil to explain/demonstrate how you came to that answer. Master - <i>Create an exam question based on our topic, then write a model answer.</i>
Pupil comment DIRT- Directed Improvement Reflection Time	<i>Need more detail</i>	VF - the pupil will write VF in their book in red pen and respond accordingly, either redoing a piece of work, correcting it or adding depth to it as a result of the dialogue with the teacher. PF - the pupil will write PF in red pen and then use a set criteria which will be linked to an assessment; this will be used to feedback to his/her peer in red pen. SE - pupils may correct SPAG or, using a mark scheme, make improvements to their work prior to teacher quality mark. SE work must be done in red pen to demonstrate progress. Written feedback - depending on the type (see table above), the pupil will respond in red pen.
Teacher re-marking of VF/PF or written feedback.	<i>Well done! This is better.</i>	Teacher could use this as the positive comment or continue to extend pupil work with further feedback. This will depend upon the work being carried out.

Peer- and self-assessment are valuable tools to promote pupil learning. Peer assessment allows pupils to help each other, and the process of marking work promotes understanding. Self-assessment has a similar impact, allowing pupils to fully engage with their work. Considering this, though, it is important to remember that peer- and self-assessment are not alternatives to teacher assessment but should be seen as a supplementary tool, as teachers are the experts and are the only ones in a position to fully quality mark and feedback on a pupil's work.

Types of feedback expected to be used for Pre-Prep pupils (to Year 2)

Marking is part of the Assessment for Learning process (AfL) and must provide feedback to the pupil about Effort and Progress. It must be used to inform future teaching.

‘Closing the gap’, ‘Next steps’ comments or improvement prompts should be linked to the LO or individual pupil targets. These comments must be encouraging, supportive and challenging.

Pre-school and Reception

Marking in these year groups will be alongside the pupil and will often include verbal feedback. This should be recorded using inverted commas, where necessary, to show teacher pupil responses, learning stories, observations etc.

Years 1 and 2

Class work, written, oral or practical class work are marked and assessment recorded. Where possible, teachers should mark work alongside the pupil. Evidence may be given in the form of a photo/scan, which is annotated as appropriate.

Most marking is done by teachers, but some marking may be done effectively via peer- or self-assessment: this method should be used when judged to be most appropriate. Marking of daily focus groups in English and Maths should be detailed and include an improvement prompt. Most pupils want to please and believe the marking of their work to be worthy of teachers’ time. Thorough, effective marking can improve pupil motivation. Effort and progress are rewarded and encouraged as well as achievement/attainment.

Verbal feedback is the most important type of feedback and feedback of any other type, i.e. written or with a stamp, must be meaningful for the child. Most importantly, verbal or recorded comments should relate clearly to the learning objective of the lesson or task leading to the completed work. There should be a clear idea of attainment performance and goals to be achieved. This can be done using marking stamps as it may not be necessary (or appropriate given the reading level of the pupil) to write a written comment. There must be some indication of teacher attention for all finished pieces of work in the form of annotation, marking stamps, ticks and/or comments.

Teachers mark with highlighters and/or green ink from Early Years to Year 2. Requirements of corrections must be clear to children and related to the learning objective of the task. These corrections should be acknowledged when completed by being marked, initialled and/or followed-up by the teacher. Attention is paid by teachers to any IEP requirements when thinking through the requests for corrections by individual pupils for whom these are in place.

Time should be allocated for pupils to read their written feedback and to make any corrections/improve a specified section of work if appropriate so that the marking is useful and pupils ‘close the gap’. These corrections can be made using red polishing pencils/pens.

Whole School Guidance for Practical Subjects

Although there is a broad school expectation to follow this policy, subject areas can adapt this to match the individuality of the subject. In some practical subjects such as Art and Design, there should be evidence of pupil work that is quality marked, using the above expectations, with the understanding that pupils will receive more verbal feedback than written when producing an object, animation, or product.

Art

There should be evidence of pupil progress as a result of such feedback, along with pupil/teacher written dialogue. This will be expected to appear on Learning Journals. Photo evidence of pupils’ work will be added to an online portfolio. This work will have peer- and self-assessment feedback attached to it.

Learning Journals (kept inside the pupils' folders) document the progress in Assessment Objectives through marks and detailed written feedback but these are primarily more suited to quality marking. As artwork takes time and progress can appear slow, this doesn't always allow for comments to be productive and specific every time. For instance, teachers may end up repeating previous comments.

This worksheet is designed to be much more constant. It aims to push pupils to be independent, involved and more confident with taking control of their projects. Pupils rely heavily on the teacher to advise the pupil what to produce each lesson. This, however, forces pupils to think for themselves. This form allows pupils to plan their time, organise tasks, and document verbal feedback and have more often, continuous feedback from the teacher. It also allows the teacher to be knowledgeable of what materials a pupil may need for that particular week.

Music

Verbal feedback and annotated video or auditory evidence will be the basis of pupil progress. Evidence of pupil/teacher dialogue should be shown through improved performance from start to finish and this should be accompanied by a portfolio of evidence to support pupil progress over time.

Pupils will be recorded for practical activities (Performance & Composition), which will produce video or audio evidence. During the first recording, the teacher will give verbal feedback in response to the performance/composition. The activity will be re-recorded at an appropriate point within the topic, which will allow the pupil to demonstrate their progress as well as responding to teacher feedback. Compositions will also be accompanied by screen shots/photographs of scores/notation.

All practical evidence will be collated and hyperlinked to a class spreadsheet, which will be stored in the staff shared drive.

Listening/Music Literacy tasks can be completed using 'Kahoot' or VLE quiz as starter activities or Preparation for Learning. Data from these will be collected electronically in the form of a spreadsheet and added to the whole-class spreadsheet.

In the space of a topic (approximately 12 weeks), pupils will have two performance-based recordings, two composition-based recordings (and screen shots) and three-to-four test results.

PE

A core task or baseline activity should take place at the start and end of each new topic; this will demonstrate additional pupil progress. A combination of other forms of feedback such as self and peer assessment will also be expected to be evidenced.

Computing

Each pupil will develop their own electronic portfolio which will chronicle their progress. A template will be provided for each pupil. The idea is that as work is completed in class, it will either be inserted or print screened and pasted to their e-portfolio. Different colour slides will be used to denote whether the work has been peer/self/teacher assessed. Work will be assessed electronically by the teacher who will access the e-portfolio and leave feedback comments in the appropriate places (in green). Pupil response to feedback will be red and if necessary, include an extra slide to show work that has been improved. Work will be marked/assessed by the teacher at least once every four lessons. Learning ladders will be kept electronically on the first and second slides of the e-portfolio. Criteria achieved will then be highlighted and initialled by the teacher. Progress will be tracked electronically on departmental tracking sheets.

Summative Assessment in Workbooks - Grades and Levels

We do not use any form of grade/mark/level in our discourse or marking in pupil workbooks, only on assessment papers and testes where appropriate. In Years 7 and 8, we accept the use of grades on exam questions, but this would be accompanied by quality teacher feedback comment and other forms of assessment, such as VF/PF/SE. (see below for more detail on summative assessment).

Literacy Marking Codes

Code	Explanation	Suggested Improvement
W	The wrong word has been used.	Use a dictionary / thesaurus or check the homophone (e.g. hour/our).
?	Something doesn't make sense.	Put an explanation in the margin or an * with an explanation at the end of the work.
Error underlined and 'SP' in the margin.	Spelling mistake.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above.
P	Punctuation error.	Put in the correct punctuation (.,?! “” : ;).
Caps	Missing capital letter.	Put in capital letters to start a sentence or for proper nouns.
// NP	A new paragraph is required.	Give a reason as to why a new paragraph is needed.
Sl	Slang or informal English has been used.	Re-write the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down what tense should have been used.

Spelling, Punctuation and Grammar

All staff will be expected to mark spelling mistakes (appropriate to the age/ability of the child) in written work. The frequency of correction should be differentiated according to the pupil and the purpose of the writing but should focus upon high frequency and topic key words. Some subjects may correct spellings that are subject specific rather than all spelling errors. Generally, the misspelt word should be underlined, and the correct spelling noted in the margin. Children will be expected to learn from their mistakes by carrying out the Look-Say-Write-Check approach. Dictionaries or spellcheckers will be available in all rooms.

Staff will draw attention to some punctuation errors appropriate to the age and ability of the child. The child should, as part of his/her corrections, add punctuation marks into the relevant sentence. Special attention should be drawn to the use of capital letters, full stops and paragraphing.

Feeding Back to Pupil Work Electronically (Guidance)

When pupils are completing homework or classwork online, it is expected that the above forms of marking are still adhered to. Pupil work that is being quality marked should be printed and handed in by the pupils so they can receive feedback and then respond to that feedback, or it can be 'turned in' on TEAMS with verbal or written feedback attached electronically.

Policy History

Date of adoption of this policy	September 2022
Date of last review of this policy	August 2022
Date for next review of this policy	August 2023
Policy owner (SLT)	Deputy Head (Academic)
Policy owner (the Board)	Chair