



**Central Lancaster  
High School**

## **MARKING AND FEEDBACK POLICY**

**Date: 9th May 2017**

**Review date: May 2018**

**SLT Review: KSH**

**Governors review: Learning and Standards**

## **Scope**

This policy applies to all Governors, school leaders and all members of the teaching and support staff community at Central Lancaster High School. This policy is a statement of the aims, principles and strategies for marking and feedback at CLHS and should be read in conjunction with the Teaching and Learning Policy, Assessment Policy and Monitoring and Evaluation Policy.

The policy is in place to develop the highest quality of teaching and learning and to ensure that students are given the best opportunity to make progress.

## **Principles**

For the purposes of this policy, the word 'marking' is used as a generic term that incorporates all aspects of written feedback.

Effective marking is a key component of teaching and learning at CLHS. It is integral to a culture of high expectations and success in which every student can make achievements by building on their previous performance. This is based on informing students about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

Feedback is most effective when it either confirms that students are on the right track and/or when it stimulates correction or improvement of a piece of work.

Suggestions for improvement should act as 'scaffolding', ie students should only be given as much help as they need to progress.

Students should be helped to find alternative solutions, if their response to marking reinforces mistakes or misunderstandings.

## **School Approach to Feedback**

Marking should be planned so that feedback will be relevant – it needs to be meaningful so that students can recognise its purpose and how it can impact on their learning. It needs to be compatible with students' prior learning and provide logical connections.

Teachers should avoid giving too much information or covering too much in one piece of marking. Teachers should equally avoid giving too little information, like ticks with a few general comments.

Feedback should identify how successful the student was in attempting the task set, noting 'what went well' (www). This should particularly recognise the concepts and processes that provide the foundations for deeper learning. It should also provide specific guidance, seek clarification, give prompts or pose questions using 'even better if' (ebi). The student should

produce a measurable response so that individual progress can be checked. This should be in red pen.

Following marking, the student response should be written in a purple colour pen. For this reason it is sometimes known as the 'purple pen of progress'.

Teachers should review the purple pen work, noting whether students have made the specific improvements identified in teacher comments. This should be in red pen.

Teachers should provide the time and opportunity for this process to take place in the classroom. In this way, students can absorb feedback and discuss, raise issues, clarify and further develop.

In some practical subjects where there is little written work to comment upon, teacher feedback may be most effective when delivered verbally or through adhesive notes. Where this is the case, there is still an expectation that the student will act upon it to demonstrate measurable progress.

Because of the range of our curriculum, marking and feedback may differ depending on the specific requirements of subjects. This is so that it will have the greatest impact on those who most need it.

Both student and teacher should be clear: a student should spend more time responding to the marking, than the teacher has spent marking the piece of work.

### **Peer Marking and Self-Assessment**

Peer marking can be an effective way of providing feedback, though there should be clear guidance about how this is done with shared success criteria. This is done in green pen.

### **Differentiation**

Feedback should be personalised to reflect the ability and prior attainment of the student.

- For more able students marking should be thought-provoking with questions, prompts or suggestions designed to help students think things through for themselves.
- For less able students marking may provide scaffolding to support next-steps and questions should be precise and advice specific to extend their understanding. *For feedback strategies see [LINK](#)*

### **Marking of Presentation, Spelling, Punctuation and Grammar (SPaG):**

The school has high expectations of how students should present their work. Marking should challenge students whose work is poorly presented. It is essential that students take pride in their work and ensure that exercise books are tidy and kept in good order.

The school has a common marking protocol for SPaG, used across all departments, with common glossary of terms (see below). Marking highlights common errors.

SPaG marking is not necessary for every piece of work or for every part of a piece of work. However, it should be relevant and targeted.

**Figure 1 CLHS Marking Protocol**

<b>Correction</b>	<b>Marking</b>
<b>Spelling</b>	<b>Sp</b> will appear in the margin. A circle will identify where the spelling is missing or incorrect.
<b>Punctuation</b>	<b>P</b> will appear in the margin. A circle will identify where the punctuation is missing or incorrect.
<b>Paragraphing</b>	<b>//</b> will appear in the text where the paragraph needs to begin.
<b>Capital Letters</b>	The incorrect letter in the text will be underlined.
<b>Confused sentences</b>	<b>?</b> will appear in the margin. The confusing words will be underlined.

### Frequency of Marking

The table below offers a guide to the frequency of marking. Please note that some work may be marked before, or occasionally after the stipulated period, but over the course of a school year, the frequency of marking should equate to the periodicity identified for each subject. For marking to have the biggest impact, it should generally take place and be returned soon after the work has been submitted. It often incentivises students to get quick feedback; it places value on their work which should still be fresh in their minds, thus making the feedback more meaningful.

**Figure 2 Frequency of Marking**

<b>Subject</b>	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<b>English</b>	6-10 lessons	6-10 lessons	6-10 lessons
<b>Maths</b>	6-10 lessons	6-10 lessons	6-10 lessons
<b>Science</b>	6-10 lessons	6-10 lessons	6-10 lessons
<b>Business Studies</b>	NA	6-10 lessons	6-10 lessons
<b>Catering</b>	6-10 lessons	6-10 lessons	NA
<b>French</b>	6-10 lessons	6-10 lessons	NA
<b>Geography</b>	6-10 lessons	6-10 lessons	NA
<b>Health and Social Care</b>	NA	6-10 lessons	6-10 lessons
<b>History</b>	6-10 lessons	6-10 lessons	6-10 lessons
<b>IT</b>	6-10 lessons	6-10 lessons	6-10 lessons
<b>Law</b>	NA	NA	6-10 lessons
<b>PE</b>	As applicable	6-10 lessons	6-10 lessons
<b>Performing Arts</b>	As applicable	6-10 lessons	6-10 lessons
<b>RE</b>	NA	6-10 lessons	6-10 lessons
<b>PSD</b>	6-10 lessons	6-10 lessons	NA

<b>Sociology</b>	NA	6-10 lessons	6-10 lessons
<b>Visual Arts</b>	6-10 lessons	6-10 lessons	6-10 lessons