MSB PRIVATE SCHOOL

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Marking and Feedback Policy

1. Rationale

To ensure that all students have their work marked in a manner that will support their learning, progress and attainment, develop their self-confidence, raise self-esteem and provide opportunities for self and peer assessment.

To ensure consistency in the way that students' work is marked across the school.

2. Principles

- Marking of students' work can have varying roles and purposes at different times and can involve both written and oral feedback.
- The marking of students' work, either written or oral, will be regular and frequent.
- Teachers look for strengths before identifying weaknesses when marking work.
- Marking is linked to learning objectives/targets.
- Teachers look for opportunities to provide positive public feedback to students concerning their work.
- Marking procedures and marking standards will be consistently applied across the school.
- Students should understand the meaning of the marking they receive and the marking symbols used by the teacher.

3. What is marking?

Marking is responding to students' work, generally in writing, though an oral response is important also. The nature of the marking will depend on the purpose. This may be to monitor the completion of class tasks or home learning or be of a more formal nature.

It may be more formal involving the detailed marking of particular tasks or activities for a number of purposes i.e.

- **Formative**: To value students' work, to help diagnose problems, to offer advice on next steps in learning and to set targets.
- **Summative**: To assess the extent of a student's knowledge and skills
- **Evaluative:** To measure progress. To provide information for records or reports. To help teachers evaluate the success of teaching methods.

4. Effective marking:

- diagnoses problems that students are having and sets small achievable targets for improvement
- is clearly understood by students
- recognises that the development of literacy, numeracy, and lCT is the responsibility of all teachers
- provides information for the teacher on the success of teaching methods and the student's learning progress
- positively affects student progress

5. Types of assessment

5.1 Summative Assessment (Assessment of Learning)
Summative assessments take the form of end of unit tests, termly assessments and end of year exams. These are marked according to National Curriculum level descriptors, IGCSE grade bands and criteria.

5.2 Formative Assessment (Assessment for Learning)

Our school follows several AfL strategies. These include:

- **Target setting** – targets are set for students that identify next steps.
- **Peer marking and Self assessment** – Students are encouraged to mark work done by themselves or their peers using marking rubrics that clearly identify the assessment focus and success criteria.
- **Diagnostic Comments** – Teachers comment on pieces of work to inform students of the areas in which they are successful and the areas where they need to improve. Sometimes this feedback may be verbal and if necessary students are asked to note down key points. Diagnostic comments are also used to challenge and extend students.
- **Tracking** – Students' progress is tracked and monitored regularly. Underachieving students are identified and offered support.
- **Teacher marking is done in <u>RED</u> ink, peer marking in blue and self in pencil**.

5.3 Recording Data
Student assessment data is recorded regularly. This helps identify patterns and trends and is used to build up a profile of the student for target setting and to inform the effort and achievement grades put on reports that are sent home to parents.

6. Monitoring and evaluating the marking policy

6.1 Teacher Self- assessment
Teachers are encouraged to assess themselves by reflecting on the following:
- Are books and files marked regularly?
- Are National Curriculum level descriptors, IGCSE grades and criteria used while marking?
- Is the feedback diagnostic?
- Are targets set for the students?
- Are students given a chance to respond to the teacher's comments? (Remedial work to be regularly given as an evidence that student has responded and the same to be acknowledged by parents).
- Are students clear about what they need to do to achieve better grades?
- Are marks and grades recorded to inform planning?

6.2 Mutual Monitoring
- Cross-marking during departmental/year group meetings.
- Moderation of exam and test papers.

6.3 Monitoring by Heads of Year/Department/SLT
- During meetings
- Calendared book scrutiny - review of students' work and teacher's planner
- Review of exam grades / assessment levels

Marking and symbols

The following symbols are used when marking:

S– Supported by teacher or learning support

Sp - Spelling
Indicates a spelling error. Students should be encouraged to correct their own spelling errors. This could form part of a separate home learning or take place at the start of a lesson. Sometimes it is more appropriate for the teacher to write the correct spelling on the student's work, particularly if the student is weak or this is a key word which needs to be learnt.

P - Punctuation
Indicates a punctuation error. However, it is also useful to put a circle where the punctuation should be or to highlight that it is in the wrong place. Again, sometimes it is more appropriate for the teachers to correct the work themselves.

Underline the phrase or sentence – indicates the need to change the sentence structure

^ Word missing
Insert missing word

Highlighter – used to point out errors in order to allow students' the opportunity to correct themselves.
C: Do the corrections
W: Show the working
?: Not clear

Review

This policy will be reviewed annually or earlier if required