

## Secondary Marking, Feedback and Presentation Policy

### Rationale:

Marking and feedback is a central part of a teacher's role and can be integral to progress and attainment. Verbal communication in class together with written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding.

At Si Ri Panya we believe that:

- Feedback from marking must have a clear purpose and be meaningful to pupils.
- Marking should motivate pupils by rewarding achievement and encouraging them to want to improve.
- Marking should be used to support and develop student learning and for assessment only.
- Marking should be manageable.

### Aims:

We mark children's work and give verbal feedback in order to:

- Show we value their work and boost self-esteem through praise and encouragement.
- To recognise achievement, presentation and effort.
- Show where children have been successful and what their next steps are.
- Identify and address any misconceptions.
- Support teacher assessment and future lesson planning.

This Si Ri Panya Secondary International School policy is aimed at identifying the common ethos of marking and feedback within the school, whilst allowing individual departments to identify structures and methods that are appropriately placed at supporting students within their specific subjects.

### Marking



The routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work. Marking can be either self-led, peer-led, as well as a teacher activity.

Marking students' books is a professional duty. Routinely reading, checking and monitoring students' books helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks. This kind of **routine light marking** should be regular, timely and manageable; frequency will vary from subject to subject.

### Features of Marking

- In a different coloured pen to the students' work
- Summative
- Assessment of Learning
- Measures learning
- Directs thinking
- Solves
- "You could/should..."

## Marking Code

S	Child did the work with support (S written at the top of the page by the teacher)
Sp	Spelling error
G	Grammatical error
O	Circle where there is missing punctuation
Aa	Incorrect use of capital letters
P	Phonic error
Pr	Care in presentation needed
VF	Verbal feedback given in class
	Next step
✓	Correct
✓✓	Great word/Great work
^	Missing word
//	New paragraph needed
	Sentence doesn't make sense

## Feedback

Feedback is specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation.

This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Providing effective feedback is challenging. Research suggests that it:

- Should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- Encourage and support further effort and be **given sparingly so that it is meaningful**
- Provide specific guidance on how to improve and not just tell students when they are wrong

Analysis of research has informed two ground rules for giving effective written feedback:

1. Written feedback should result in more work for students than it does for teachers.
2. Written feedback should be given sparingly so that it is meaningful. Too frequent written feedback can create dependence.

## Features of Feedback

- Formative
- Assessment for Learning
- Moves learning forward
- Provokes thinking
- Suggests "How could you...?"

## Regularity of Marking and Feedback

	<b>Core Subjects (English/Maths/Science)</b>	<b>Non-Core (History/Geography/R.E./Global Perspectives/Language inc. Thai/Computing)</b>	<b>Non-Core Creative (Art/D.T./Drama/P.E.)</b>
<b>Marking</b>	Every 2 weeks	Every 3 weeks	Once a half term
<b>Feedback</b>	Twice per half term	Twice per half term	Once a half term

## Student response to Feedback

There are many different ways in which pupils can respond to feedback. It depends on what they got wrong or missed out in their assessed work.

The following list is by no means exhaustive:

- Redrafting of a whole piece of work
- Redrafting of a section of the work
- Redoing something (for example a graph)
- Answering a question / questions
- Editing

## Presentation

Presentation relates to the care and attention given to the handwriting, layout, drawing of tables, charts, shapes etc. in a student's book. It is about the expectation of pride in one's efforts and achievements in class.

## ENGLISH/HUMANITIES

- Full date (underlined with a ruler)
- Title (underlined with a ruler)
- Work should be written in blue or black ink
- Spelling (if a student is spelling the same word wrong, practice the spelling 3 times)

## MATHS

- One digit to be written in each square
- Write in pencil
- Use rulers to draw tables, charts and graphs
- Short date in DD/MM/YYYY format
- Date (underlines with a ruler)
- Title (underlined with a ruler)

## SCIENCE

- Write mostly in pencil, in pen at teacher's discretion
- Diagrams/sketches etc. in pencil
- Date (underlines with a ruler)
- Title (underlined with a ruler)

**\*\*\*Any worksheets to be cut to size and glued in books or stored in folders\*\*\***