

OLDHAM HULME GRAMMAR SCHOOL

SCHOOL MARKING AND FEEDBACK POLICY

This policy is applicable from EYFS through to year 13

The aim of this policy is to ensure consistently high quality marking and feedback. It is intended to apply primarily to classwork and homework, rather than end of year exams. The following principles constitute a broad framework, within which departments / sections formulate more detailed guidelines as appropriate for the nature of the work in their subject area or age group.

Marking children's work is an essential part of the Assessment For Learning (AFL) process. It informs planning, monitors progress and helps to ensure the teaching meets the needs of all learners and relevant objectives. It should also provide positive feedback and encouragement to each child. Marking can take the form of oral feedback, question and answer sessions, whole class feedback, or formal written marking. It must take place regularly and be prompt following each completed piece of work.

Purpose of marking

- The purpose of marking is primarily formative rather than summative. This includes giving positive feedback to encourage and motivate pupils, as well as enabling them to progress to a higher standard by identifying areas for improvement.

Extent of marking

- All written work requiring a considered pupil response should be marked, or feedback supplied by other means, whether classwork or homework. Where initial work is done in rough, pupils should be given some feedback to allow them to improve the final version.
- Work completed electronically, for example in Google Classroom or a shared Google Doc can be marked electronically.
- Marking should be regular, and be returned as soon as feasible after pupils complete the work.
- Routine notes taken, for example, by Y12 or Y13 students should at least be checked periodically for completion, scope and quality.
- Where the work undertaken has clear cut answers it is acceptable for marking to take place in class e.g. pupils mark their own work or peer review.
- All marks should be recorded in mark books, either electronic or paper, in a form that can be scrutinised eg by line managers.
- Marking is monitored termly by the Heads of Department, Subject Co-ordinators, the Head of Nursery and Infants, the Head of Juniors and Senior Managers as part of the school self-evaluation programme particularly through work sampling activities.
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Nature of marking

- Work marked should receive a grade or mark, although departments / sections may consciously dispense with this in favour of more specific and detailed comment.
- Work marked should receive at least some diagnostic comment. This should include positive comments about the strengths of the work to encourage the pupil, and make constructive comments about how to improve, or a target. The latter may seem difficult with high achieving pupils, but it should nevertheless be possible to comment in a way which might challenge the pupil to explore different aspects of an issue.
- Work should be clearly annotated and a variety of awards such as stickers, stamps, house points and book of excellence entries may be used at the teacher's discretion as incentives for children who have tried their best e.g. great presentation.
- Mistakes in spelling and punctuation should be highlighted, particularly for subject specific terminology, although

judgement needs to be exercised in cases of multiple errors. Departments should have a policy on corrections, which should be effective but not punitive.

- Marking should focus on the learning objective rather than to try to tackle every single mistake a child has made.
- Common errors can be addressed within a whole group/class session rather than individually, where appropriate.
- Handwriting and presentation should be observed and where necessary commented upon.
- Time should be built into the lesson to allow children to read the comments, initial and reflect on them.
- The balance between oral and written feedback will change as the child moves through the school.
- Where the work relates to external exams the appropriate mark schemes and levels should be used.
- Work should be marked in any appropriate colour pen or pencil avoiding red (Juniors and Nursery and Infants).
- Marking should help parents understand strengths and weaknesses in their children's work.
- In the Early Years whenever possible marking is carried out with the child.
- Teachers / Departments should ensure that pupils are enabled to reflect on feedback given and identify how they can improve eg through DIRT (dedicated improvement and reflection time).

SEND

- The same principles for marking are used for all children on the SEND register but adapted where appropriate to recognise any specific learning difficulty and/or specific targets highlighted on their Individual Target Sheet.

Departmental / section policies

- All departments should have a clear marking policy to ensure a consistent approach within the department.
- Departments need to ensure that pupils are clear about what marks awarded mean. This should be communicated at the start of the year, for example through a grade/mark descriptors sheet which could be stuck in pupils' books.
- It also needs to be clear to pupils how the marks equate to the attainment elements for assessment grades and reports.

Marking during the COVID 19 Pandemic

During the COVID 19 pandemic staff are being encouraged to limit the exchange of books / paper in order to minimise the risk of transmission. Staff are being encouraged to provide as much feedback as possible via Google suite. Where the exchange of materials is necessary: it is recommended that paper be left for 3 hours, cardboard based materials and those covered in plastic for 72 hours before being marked. Where this is not possible staff should sanitise their hands regularly.

See Assessment policy for practice and procedure across the school.

Marking & Feedback policy reviewed: October 2022

Next Review Due: October 2023