



Marking & Feedback Policy

Purpose/rationale

The explicit aim of The Beeches Independent Special School marking and feedback policy is to:

- Improve the quality of marking
- Raise achievement
- Include a variety of marking methods
- Ensure understanding of learning
- Meet the needs of every student at The Beeches Independent Special School
- Ensure all students are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with the whole school vision
- Enable subject leaders and teachers to plan effectively for the next stage of teaching and learning
- Ensure students are aware of current achievements and future targets

Guidelines for Marking

- Constructive – upwards arrow ↑ for what went well and → for next steps
- Ticks within work to acknowledge positive aspects of the work
- Positive and purposeful
- Linked to success criteria
- Comments written in language that students understand
- Comments are appropriate to age and ability
- Staff marking in green
- Student self-marking and feedback is completed in purple pen
- Student peer-marking is completed on a post-it note
- Acknowledge the use of key words with a double tick and the letters 'kw' in the margin

In-depth Marking

- Detailed feedback linked to students' individual targets
- Completed and shared with students on at least a half-termly basis
- Show evidence of student's response to in-depth marking, e.g. student's initials/setting own targets/asking a question

During class marking

- Verbal feedback indicated by the use of a verbal feedback stamp, plus comment
- Written/SPaG feedback
- Peer-marking
- Self-marking

Spelling, punctuation and grammar

In subjects other than English, corrections of spellings, punctuation and grammar should be kept to around three to five on a half side of writing. This needs to be tailored to the individual student, to ensure they are not overwhelmed by their errors.

Where a SPaG error is made repeatedly, only correct the first one or two.

Corrected spelling

Circle the word and write the letters 'sp' in the margin. Depending upon the age and ability of the student, you may write the correct spelling of the word for them to copy. Focus on subject-specific words and high frequency words.

Correcting punctuation

Correct sentence demarcation (capital letters to start/full stop to finish) by circling the errors and adding correct punctuation, e.g. a full stop within a circle where one is missing and writing 'C' (capital) or 'p' (punctuation) in the margin.

Correct use of capitals within words by circling the letter and giving the correct one next to it.

Correct capital letters for proper nouns where they are omitted.

Grammar

For missing words, use write this symbol \wedge where the word is missing.

Underline and correct errors where they consist of one or two words, e.g. 'We was'.

Draw a ? In the margin where a few lines are unclear/where meaning is unclear.

Guidance for the frequency of marking and feedback

- Verbal feedback should be given every lesson and usually multiple times per lesson. Not all verbal feedback will be or needs to be recorded in written form or acknowledged with a stamp. Verbal feedback that is significant in the progress and attainment of a learner should be recorded. For example, verbal feedback given after reading a piece of work that allows the learner to act upon what has been said in order to improve their work and/or achieve a learning objective.
- It is appropriate for written feedback to take place either during or immediately after each lesson, though there are reasons why this may not always be the case. Therefore, written feedback should be given at least once a week but not need to be in-depth. In-depth marking should take place once per half term as a minimum expectation.
- Where teachers have given detailed written feedback, learners should respond to this marking using a purple pen. Responses may include: correcting spellings, the use of capital letters, ensuring meaning is clear for the reader and so on. Responses may also include completing a task directly linked to meeting the learning objective that was set.

Green	Teacher's marking
Purple	Self-marking and response to marking
Post-it note 	Peer-marking
	What you have done well
	Your next steps
	Good work
	Verbal feedback given
sp gr 	Spelling or grammar error
?	The meaning is unclear
c p 	Capital letter or punctuation error
^	A word is missing
//	Missing paragraph/start a new paragraph here
 kw	Recognition that a key word has been used correctly

How does marking help the students?

- The students know what they have achieved
- The students know how to move forward and make progress

Reviewed by: Red Bensley **Date:** June 2020 **Review:** June 2021