



King's Academy Ringmer

“in pursuit of excellence”

Marking and Feedback Policy

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Central to the school's drive on improving teaching and learning, students will be provided with high quality feedback so that they are clear about how well they are doing and what they need to do to improve.

At King's Academy Ringmer, marking of student's books should take place at least once every three weeks.

	The expectation is that:	Implementation
Teachers	<ul style="list-style-type: none">• Books are marked regularly. Students receive selective written feedback at least once every three weeks.• Progress trackers are in place and used to indicate current grade/level and their target grade/level.• Levels/grades are given for some pieces of work. A basic expectation is that students receive a grade for an assessed piece of work every half term so that they have a clear idea of their level of attainment.• Written feedback is dialogic and tells students clearly and precisely what they have done well and how they can move forward. Teachers will identify clear strengths and specific areas for improvement.• Areas for improvement must be explicit and task driven. Students should be able to complete a task or activity on	<ul style="list-style-type: none">• Students are given precise success criteria for their written work.• Comments are differentiated to match the ability of the student• Exemplar work and model answers are provided so that students are able to understand the standards that are expected• Peer and self-assessment are regularly used to enable students to become immersed in the assessment criteria.• Assessment criteria are available in a range of forms, including 'student speak' grade/ level descriptors in displays or in student books.• Comments are phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process.• Over the course of a term, when marked work is returned to a class, time is set aside to allow

	<p>that piece of work to improve it.</p> <ul style="list-style-type: none"> • Students are encouraged to self-correct their work. • Students are given opportunities to respond to teacher comments • Opportunities for peer and self-assessment are built in to the planning process where appropriate. • Literacy is addressed. A common approach is used when marking written work for literacy. • Evidence of marking is noted in teacher planners. • Marking across the school is consistent. 	<p>each student to respond to the teacher's comments and improve their understanding.</p> <ul style="list-style-type: none"> • Rewards are given including reward points and postcards home.
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In developing effective dialogic marking, the following are considered good practice:

- Specific pieces of work are chosen for detailed marking within a subject
- Effective feedback should focus on learning objectives, assessment objectives and success criteria
- Teachers help students to know and recognise the standards they are aiming for by modelling work or giving examples
- Marking of work has evaluative comments which identify areas of strength linked to success criteria and specific areas for improvements
- Improvements should be connected to an activity or task for students to complete. Students will make improvements based on teacher feedback using a different coloured pen

Marking for Literacy

The following should be applied across the school when marking for literacy –

Symbol	Meaning
//	A new paragraph is needed here.
Sp	There is a spelling mistake. You should find the correct spelling or, if your teacher has written the correct spelling out for you, write it in the margin three times.
Gr	There is a grammar mistake.
?	A word, sentence or phrase does not make sense.
_	A capital letter has been used incorrectly.
O	A circle shows where a point of punctuation is missing or has been used incorrectly.
^	A word is missing.

Students should be encouraged to proof-read all written work and make corrections to literacy mistakes when they are improving their work.

Presentation

Students must present work neatly and clearly so that all work can be used for future reference. Students must follow the presentation guideline below and if these are not adhered to without good reason, students will be expected to re-do work.

Presentation Guidelines for Written Work

- Students must rule off after previous piece of work
- Blue or black pen is used
- Any diagrams, tables or illustrations are completed in pencil
- Handwriting must be neat
- Each piece of work must have a title and a date
- Titles and dates must be underlined with a ruler
- If students make a mistake, a neat line should be put through it
- Books must be free from graffiti
- Any loose sheets should be stuck into books

Responding to teacher's written feedback

- A different coloured pen should be used by students for corrections and improvements
- All corrections are completed to the best of the student's ability, including spelling and grammar mistakes