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# Marking and Feedback Strategy

**Responsibility:** Principal

**Reviewed:** November 2021

**Reviewed by:** Deputy Head

**Next Review due:** November 2022

**This policy is available:**

- On the website -
- On request from [enquiries@lvs-oxford.org.uk](mailto:enquiries@lvs-oxford.org.uk)

## **LVS OXFORD MARKING AND FEEDBACK STRATEGY**

### **Overall Aim**

At LVS Oxford, we will ensure that learners gain the maximum benefit from their education, through an entitlement to have their work assessed regularly and be provide with specific and regular feedback from all staff (teaching and support staff). This will enable them to understand their progress, achievements and appraise them of what they need to do next, in order to improve their learning and make maximum progress and achieve the highest attainment.

The methods of marking and providing feedback on work will be applied consistently throughout the school.

### **Objectives**

1. To monitor, evaluate and review students' current stages of progress and identify their next steps for progress and improvement.
2. To give students' accurate feedback on their progress and attainment, that they can understand and act upon.
3. To develop students' self-esteem and confidence in themselves as learners.
4. To encourage students to value and take pride in their work.
5. To celebrate and reward students' progress and attainment.
6. To agree and set challenging targets for improvement, with students.
7. To standardise the marking procedures throughout the school.
8. To enable learners to self-evaluate their work and take responsibility for their learning.
9. To provide evidence for assessment, recording and reporting, to various stakeholders e.g. Local authority, parents, governors, ISI.
10. To develop the students' skills to enable them to develop and become independent learners.

## **Principles of Marking and Feedback at LVS Oxford**

1. All marking and feedback will be against the lesson's learning objectives or assessment criteria of a course.
2. 'I can ...' statements linked to the lesson's learning objective provide differentiated levels of knowledge and skills to be taught and acquired during the lesson or series of lessons.
3. Any learning points / misconceptions will be addressed, in the marking and feedback given to the students.
4. Students will have the opportunity to reflect on the feedback given to them by their teachers and question comments made.
5. There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on marking and feedback.
6. Marking and feedback must be given for all classwork and be a constant dialogue between the teacher and student, to ensure there will be evidence of progress over time through students work.
7. The following pens will be used as follows:

<b>Stationary used</b>	<b>Task undertaken</b>
Black/Blue pen	Students work /peer assessment /self-assessment
Green pen	Teacher feedback
Purple pen	Response to teacher feedback

## **The Five Main Types of Formative Marking and Feedback at LVS Oxford**

- i. In-Depth Teacher Marking
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Marking for Literacy Using Whole-School Codes
- v. Light Touch/Acknowledgement Marking

#### **i. In-Depth Teacher Marking**

This should result in good quality written feedback and should use the WWW – what went well framework and the TP – To progress you need to framework.

This should be written at the end of the piece of work in green pen.

Time should be built into subsequent lessons to allow learners to respond (R) to the feedback they have been given.

#### **ii. Peer and Self-Assessment**

This can be a useful activity if done sparingly and, in an environment, where learners have been taught to do it effectively. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

#### **iii. Verbal Feedback**

Verbal feedback is a valuable form of formative feedback. Some subjects may use this type of feedback more frequently because of the nature of their subject. For example, in art, music and physical education the most effective feedback is often verbal.

In written subjects such as English, Humanities, Maths etc verbal feedback may be identified as having taken place using the VF Code (see below).

#### **iv. Marking for Literacy Using Whole School Codes**

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

In all key stages, when marking for Literacy, all staff should use the whole school marking code. The code forms an integral part of the English Policy and should be displayed in every classroom and in the books of every learner.

The marking code to be followed by all teachers is displayed below.

#### **v. Light Touch/Acknowledgement Marking**

Teachers will acknowledge all work variously using ticks (see marking code below), simple literacy corrections and/or brief attainment-based comments.

## **Outcomes**

Marking and feedback will be carried out professionally and students will benefit from its high quality. Marking and feedback will be used to encourage and celebrate learners' achievements and progress. It will be used to underpin clear and accurate feedback to learners and parents.

## **Policy Summary and Guidelines**

<b>TYPE OF MARKING</b>	<b>METHOD OF IDENTIFICATION</b>	<b>FREQUENCY</b>
In-Depth Teacher Marking	WWW TP R	Every week. Staff are to use green pen.
Peer and Self-Assessment	This should be written in blue or black pen.	At teacher's discretion
Verbal Feedback	VF	As appropriate on a lesson by lesson basis.
Marking for Literacy Using Whole School Codes	Whole codes to be used. Teachers mark in green pen.	All work
Light Touch/Acknowledgement Marking	Ticks, teacher initials, simple Literacy corrections and/or brief attainment-based comments	All work

## **Monitoring**

Every week a small, random sample (3-4) of books will be requested from a variety of staff via Line management meetings. These will be checked by Subject Leaders and the Deputy Head to ensure that this policy is being adhered to accurately and is of a high quality. During learning walks books will also be scrutinised.

## **Tracking Progress**

Learners will be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised in learners' books or folders. Learners should be involved in tracking and monitoring their progress via discussions with their teachers and tutors.

**This strategy needs to read alongside the following policies/ documents;**

- a. Teaching and learning Policy
- b. Assessment for Learning Policy
- c. All curriculum Policies
- d. Curriculum Policy
- e. Teachers standards

## **Appendix to the LVS OXFORD MARKING AND FEEDBACK POLICY**

### **Mathematics**

This appendix affirms that while the marking and feedback policy's aim is to ensure a consistency of marking practice at LVS Oxford it allows for flexibility in how this achieved in different subjects. In Mathematics, the appropriate codes for marking will be used from the approved list. In particular, the date and the learning object (LO) will usually be clearly written in the students' books and the guidance on how different colour pens will be adhered to. However, this appendix identifies that, because of the way Mathematics is assessed there will be emphases on how marking is carried out.

Day-to-day in-school formative assessment in Mathematics can include question and answer during class; marking of students' work; scanning work for student attainment and development.

Questions and answers during class can be carried out by the teacher or a LSA and will usually be a verbal interchange. In marking students' work, questions will usually be correct or incorrect, and so the marking will be straight forward some of which can be carried out by the students themselves. Teachers or LSAs can add, where appropriate and necessary, diagnostic comments highlighting and explaining a misconception. From the scanning of a student's work a picture of progress can be gained, and this can be highlighted on the objective sheet at the front of their exercise books.

It will usually be the case that the next steps needed in their learning in order to progress will be covered in the next lesson. Where this is not the case or where additional comments will be beneficial these can be included in their books.

Constructive feedback and encouragement from both teachers and LSAs will naturally take place verbally in every lesson. Written feedback and can be used as required to reinforce any verbal feedback and can be carried out by the teacher or an LSA.

It is envisaged that in each lesson of Mathematics assessment will be taking place. All the different forms of assessment including marking and feedback will assist teaching and learning towards learning objectives.

### **MARKING KEY**

Code	Explanation
WWW	What went well
✓	Good point or correct response
✓✓	Point or response exceeds expectations
TP	To progress you need to.....
R	Student to respond in purple pen
O (circle)	Indicates correction to a spelling, punctuation, grammar, capital letter (see codes below) – may be corrected by teacher or shows need for self-correction
sp / P / gr / C	Incorrect spelling / punctuation / grammar / Capital
VF	Verbal feedback given
^	Missing word/s
//	New paragraph required
Wavy line and ?	Sentence doesn't make sense
Date?	No date on work
LO?	No learning objective on work

### Codes for use where students are being supported

- I** = independent work
- AD** = aided work
- VF** = verbal feedback
- AS** = scribed by an adult but learner's own words