Feedback and marking policy

2022-2023

A note on terminology:

At Darul Hadis Latifiah, we believe that the process of learning in a school setting is a dialogue between teacher and student – not a one-way process. We expect our teachers to impart knowledge and be able to gauge how this lands with our students, and be able to tailor their delivery as necessary. For example, if a teacher realises a student has not grasped what they have taught, they must give feedback to the child so that the child can learn.

As such, we don't only refer to 'marking', rather to 'feedback and marking'. Teachers are not expected to highlight only the mistakes in a student's writing with red ink, rather to take a holistic view and offer individual verbal feedback, general class verbal feedback, marking through assessments, in addition to marked written work. This will enable a student to improve their work and consolidate their learning – and that no child is left behind. All modes of feedback work together towards this end.

We also take very seriously the issue of teacher workload and understand the heavy burden of a lot of written marking/feedback. As such we encourage teachers to use all methods listed below to feedback to students.

Aims:

- To correct errors – PROOF READING

- To grade the work - EXAMINING

- To check that the work was carried out - MONITORING

- To set targets – FEEDBACK FOR IMPROVEMENT

- To help students to rewrite/improve the next piece of writing – EDITING and REDRAFTING

How (methods of marking): All of the following should be used according to the judgement of the teacher:

- Constructive verbal feedback. Teacher reading through written work, identifying mistakes and suggesting improvements. This should also be used for verbal answers provided by students.
- Written marking/feedback. Teachers to mark with a red pen to highlight mistakes and to comment. Teachers should try to present a target question which will extend the learning.
- General all-class verbal feedback. Teachers will identify any common themes in the written work produced by a class and provide general feedback to the entire class.
- Mini-assessments: Teachers will build in regular assessments into the curriculum to ascertain how well students have taken on learning, and adapt their long and short term plans to revisit topics as required.
- Half-Yearly and End-of Year Assessment: formal assessments at fixed timepoints which are marked and graded, and progress reported to parents.

- Verbal peer and self-assessment: Students will read either their own, or their peers' work and suggest what is good and what can be improved. The teacher will guide through this process.
- Written peer and self-assessment: Students will be guided by the teacher to mark their own, or their peers' work and give constructive feedback.

Roles and Responsibilities:

Students will:

• Note homework task(s) in their student planner and tick it when completed

• Be aware of their current level/grade and their target levels/grades and whether they are on course to meet/exceed their target

• Note the comments teachers have written and respond to feedback accordingly.

• Use the Blue Pen to mark their own work (Self-assessment) Green Pen to mark others work (Peer-assessment) when directed to by the class teacher

All staff will:

- Use the feedback and marking policy
- Ensure that feedback is given which enables a child to understand how to further improve their work
- Where appropriate, will direct students towards new areas of learning or further challenge through feedback
- Ensure that feedback is given at regular intervals

Parents and carers will:

• Monitor their child's diary and sign it weekly

• Ensure their child completes homework tasks on time and monitor the work they have done in their exercise book

• Make appointments with subject teachers if there are any issues that need addressing

School SLT will:

- Carry out book checks once a term or more often as required to monitor the setting and marking of homework and class work and give feedback to teachers
- Support staff in training and following procedures for consistent application of the marking policy
- Implement, monitor, review and revise the policy with Governors

Monitoring and Evaluation:

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• Whole school training on the marking policy.

• Half termly book monitoring

• Termly SLT meeting

• Termly meeting with subject teachers by SLT or more often as required.

Related Docs:

- Assessment Policy
- Curriculum Policy

When using written feedback, students' work should be assessed as follows:

Correcting Students' work

All subject teachers will use the following codes when marking pupils' books:

sp	**Spelling error**
CL	**Use capital letter**
p	**Punctuation**
?	**Expression does not make sense**
//	**New paragraph is needed**
C	**Use connectives**
P	**Improve your presentation**

Correcting too many mistakes will be discouraging to students and will give them too many corrections to learn at once. In the case of spelling it is suggested that the first five mistakes are noted and that students are asked to write the corrections at the end of their piece of work and learn them.

Reviewing and Correcting.

Please remind pupils to check with the above before handing in their work to you.

Assessment for Learning is characterised by:

• The sharing of learning objectives with students

• Peer and self-assessment

• Help students to know and recognise the standards they are aiming for

• Feedback to students to inform next steps in learning and how to take them

• Promote confidence that every student can improve

• Teachers should modify their planning and delivery and students should modify their learning as a result of feedback and assessment

The Purpose of Target Setting

• To use sources of information, including attainment data, to focus plans on raising standards of student attainment.

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• To ensure that students' prior attainment and achievement are built upon throughout the key stage.

• To identify and focus teaching on areas of underperformance

• To actively support improved learning outcomes for underachieving groups of students

Curricular targets express in words (supported by data) a specific aspect of the curriculum as a focus for improvement. They can be for a whole class, group or individual and can be long or medium term.

Students can best achieve curricular targets when

• The learning objectives and learning outcomes are made clear

• The learning objective is placed in a longer-term context

• Students are given time to think before answering questions

• They are required to peer and self-assess work

• They are trained to work collaboratively

• They are allowed to demonstrate their understanding in a range of outcomes

• They are given feedback that focuses on specific targets for improvement

• They are familiar with the summative assessment criteria

Use of summative assessment

Students should reflect on their work and be encouraged to set questions and mark answers to help them understand the assessment process and to improve.

Students must use peer and self-assessment to help them think how their work can improve.

Comment-only feedback should be used to

• Let students know the learning objectives of the task and then how far they have met them.

• Let students know what more could they could have achieved and where to go next.

• Show them how to 'close the gap' between where they are now and the desired performance.

Oral feedback works best when:

• Students can take the lead and there are regular review sessions between teacher and student.

• Feedback is related to learning objectives.

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• Students use questioning to clarify their understanding and are given time to reflect and respond.

<u>Written feedback works best when:</u>

• The marking criteria are established and understood by the students and feedback is focused, guiding students as to how they can improve.

• Comments should identify what has been done well and what needs to be improved (with guidance).

• Opportunities for students to follow up comments should be planned as part of the overall learning process. Effective feedback confirms that students are on the right track and stimulates improvement. Students must also be given help to help themselves. This might mean helping them to find alternative solutions.

Date Policy Approved: September 2022

Next Review Date: September 2023

Responsibility for review: Chair of governors/Co-headteachers