



## WESGREEN MARKING AND FEEDBACK POLICY

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| Policy Title:          | Marking and Feedback Policy |
| Policy Number:         | W111-G                      |
| Version:               | 3                           |
| Effective Date:        | January 2024                |
| Scheduled Review Date: | January 2026                |
| Supersedes:            | W111-E                      |
| Approved By:           | SLT                         |

### 1. Guiding principles for whole-school marking

Marking and feedback at Wesgreen International School should:

- Form part of a feedback loop that encourages both the student and teacher to reflect on next steps and target setting for learning.
- Motivate and support students to make meaningful progress in their learning.
- Be manageable for educators so that time is allocated appropriately.
- Be delivered in a variety of ways to maximise impact. Such as: verbal feedback, written feedback, peer marking and self-assessment.
- Promote high performance learning through recognition and praise for achievement and clear strategies identified for improvement.
- Allow specific time for students to read, reflect and respond to feedback (*Dedicated Improvement and Reflection Time – DIRT*).

### 2. Evidence-informed guiding academic reference points

- “If students do not use the feedback to move their own learning forward, it’s a waste of time. Feedback should be more work for the student than it is for the teacher.” (*Dylan Williams 2014*)
- “Unless some time is set aside for pupils to consider written comments it is unlikely that teachers will be maximising the impact of the marking that they have completed out of class time.” (*EEF A Marked Improvement, 2016*)
- “Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions, which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.” (*EEF A Marked Improvement, 2016*)
- “Feedback on learning has a positive effective size impact of 0.70.” (*John Hattie, 2017*)
- There is a distinction between subjects such as English, which are built around a Quality Model of assessment (a student performs a task and they are judged on how well they performed on the task) and subjects such as Mathematics, which are built around a Difficulty Model of assessment (students answer a series of increasingly difficult questions). Written comments in books should be based around



improving the quality of work; dialogic SID marking is harder for a subject with a difficulty model of assessment. (Daisy Christodoulou, 2017)

### 3. High Performance Learning at Wesgreen International School

Everything we do ties into our belief that all students have the potential to be high performance learners. We systematically teach the VAAs and ACPs listed in this wheel opposite to support our students making connections and embedding their learning from FS1 to Year 13. Success Criteria, Learning Objectives and feedback all tie to these VAAs and ACPs.

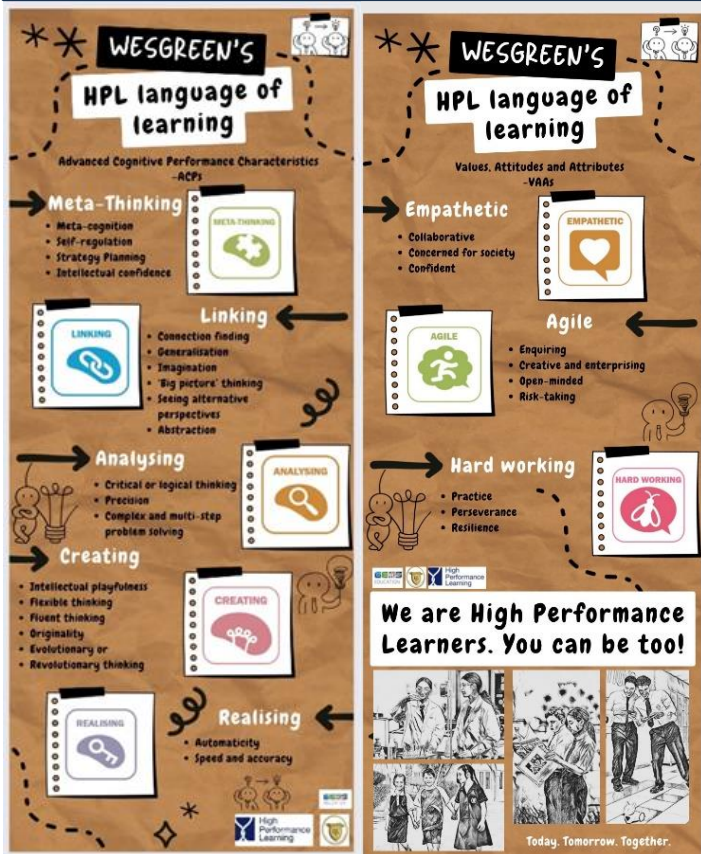
The 'Wesgreen's Language of Learning' wall poster below further reinforces this message throughout the school campus.

Our 'HPL language of learning' is displayed around the campus from FS1 to Year 13.



The 'HPL Learner Profile' printed below outlines the type of learner that we aim to cultivate here at Wesgreen International School.

Through opportunities and support we encourage our young people to become advanced performers who contribute meaningfully to society, responsible citizens who have the leadership skills required to impact change and creative and innovative individuals.





#### **4. Responsibilities**

##### **Class Teachers**

- Ensure the Learning Objective and Success Criteria are shared with the student.
- Mark in line with the Marking and Feedback Policy.
- Encourage students to record verbal feedback, if appropriate.
- Plan opportunities for peer and self-assessment, if appropriate.
- Encourage students to have a sense of pride in their work and to challenge incomplete or untidy work.
- Acknowledge effort and progress through the school rewards system.

##### **Heads of Department and Curriculum Coordinators**

- Monitor the application of the Marking and Feedback policy to ensure it is consistently applied by carrying out 'Book Looks' in line with the quality assurance calendar.
- Provide feedback to staff on the monitoring process through the departmental QA process.
- Provide SLT line manager with feedback on the strengths and areas for development in relation to the application of the Marking and Feedback policy.
- Ensure that less effective marking is identified and support is provided to bring about improvement.
- Conduct moderation with colleagues to ensure that all students receive a consistently high standard of feedback and verify assessment judgments.

##### **SLT**

- Verify Heads of Department and Curriculum Coordinator's judgment through QA activities and provide support and training where needed.
- Ensure monitoring takes place via a planned quality assurance calendar of activities.
- Complete sampling of feedback as part of the routine Learning Walk observations.

#### **5A. EYFS Marking and Feedback expectations**

The 'Evidence Me' profile will be updated at least once a week.

The upload will include:

- A photograph or video
- A comment that links the video/ photograph to the Learning Objective
- Next steps for the learner that are outlined clearly in the comment

#### **5B. Primary Marking and Feedback expectations**

Primary Students receive regular feedback that will:

- Recognize their achievements and outline clear next steps to move their progress on.
- Uses 'great green' highlight and 'think pink' highlight to direct students to key areas of success or correction needed.
- Facilitate peer or self-assessment.
- Require the student to use purple pen to respond to feedback and enhance their engagement with the cycle of learning feedback loop.



Frequency of feedback in Primary:

- Regular feedback on core will be once a week.
- For Topic this will be at least once in every four weeks.

### **5C. Secondary Marking and Feedback expectations**

Secondary students receive regular feedback that will:

- Recognize their achievements and outline clear next steps to move their progress on.
- Use 'great green' highlight and 'think pink' highlight to direct students to key areas of success or correction needed.
- Facilitate peer or self-assessment.
- Require the student to use purple pen to respond to feedback and enhance their engagement with the cycle of learning feedback loop.

Frequency of feedback in Secondary:

- Teachers will mark student books every five lessons OR every two weeks (whichever is more frequent). This could be homework or classwork.
- For practical subjects where exercise books are not used, evidence of feedback given to students needs to be recorded and visible (in the same way as a marked book would be).
- Marking can be Live Marking which takes place during the lesson whilst students are working. This instant feedback to students allows for improvement straight away.

### **6. Book presentation expectations**

Book Presentation expectations at Wesgreen International School are as follows:

- Students need to effectively store their work and feedback so they can build on this prior learning at a later date.
- Students should take pride in the work they produce.
- Use blue or black pen for writing in Secondary.
- Use a pencil for images/graphs whole school or writing in Primary.
- No graffiti is permitted.
- Stick in/tag sheets should be glued in as instructed by the teacher to track progress.
- Write the date and title each day.
- Underline headings with a ruler.
- No use of correction fluid is permitted.
- No red pen to be used by students.
- Students to indicate whether it is classwork or homework on their work.
- Student should not miss out pages unless instructed to do so by the teacher.