



VISION: To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

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| POLICY NAME: | Feedback policy | | | | |
| APPROVAL AUTHORITY: | PRINCIPAL | ADOPTED: | 03.05.2016 | REVIEWED: | 03.10.2023 |
| REVISED: | 15.4.2025 | NEXT REVIEW ON: | | | 1.4.2026 |
| | | AVAILABLE: | IN THE LIBRARY | | |

Marking Policy

At IPHS, we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate goodwork. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Aims for Marking

- To recognize, encourage and reward children's efforts and celebrate successes with them.
- To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or learning outcomes.
- To further develop children's confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach in order to achieve the next step in their learning.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school.
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

Marking is pointless if it does not have any impact. Marking should praise, but also give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task, but it should clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as “Next Step

Marking” or “Intervention Marking”). Teachers use focused marking to assess children’s progress in relation to planned learning objectives and to identify children’s strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to

provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments.
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met.
- Be related specifically to the agreed learning objective or outcomes.
- Give children regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher's short- and medium-term planning of the next step.
- Show evidence of student's self and peer marking whenever appropriate.
- Recognize the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the children.

Expectations

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention. Marking should focus first and foremost on the learning objective and/or learning outcomes. The school will set the marking procedures to suit their individual circumstances and context yet ensuring that teachers provide "Next Step" feedback to students in each subject area at least once every two weeks. We recognize that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however, a record of this should be made in the student's book, along with the next step.

The Importance of Marking:

The marking of work is part of the feedback that learners receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

The Purpose of Marking is:

To recognize those areas of the schoolwork that are good and to improve upon them.

- As a means of giving encouragement towards producing work at an acceptable level.
- To indicate to the learners what happens next then ensure progression.
- To check for standards, individually, and within the class.
- To determine whether a child can work within set time limits or targets.

Presentation of Work:

Guidelines:

- Dated work.
- Learning Objectives for all work.
- Underlined headings.
- Using every line and every page in copy books.
- Use of rulers.
- Use of a pen black or blue ink.

The following procedures for correcting learning work should be implemented by all teaching personnel throughout the school:

- The learner's work should be corrected as soon as possible after completion, and if possible, in the presence of the child. Work must be marked prior to the next lesson in a given subject.
- Marking needs to be a positive tool for encouragement – where appropriate a brief written comment, positive and constructive should be made on work. This comment should also be informative (i.e. not just good or excellent, etc.) and linked to the learning objective.
- Within your written feedback comment you should also include feedback on next steps, which will stretch and challenge the learner's further by including within the feedback 'how' they could have further developed their work in order to help the learners achieve their full potential.
- Should a negative comment be required, still start the written feedback with a positive and encouraging statement linked to the learning objective and clearly recognize the areas that need to be developed and explain 'how' they should be developed with examples where possible. If a negative comment is needed, then it needs to be followed up with a discussion between teacher and the learner.
- When correcting a piece of work, the procedures in the policy should be used.
- Should learners make neat copies of their work after it has been corrected, originals must be kept showing to parents as an indication of their child's true progress.
- When marked work is returned to children there should be some form of verbal feedback either individually or as a class.
- The learners work should be marked in BLACK PEN for marked improvements.

Monitoring and Feedback:

Head of Departments and the Senior Leadership Team will review a sample of work from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in the learners learning and greater clarity amongst students and parents concerning students' achievements and progress.

The performance indicators will be:

- An improvement in student's attainment.
- Teacher, child, and parent testimony concerning the usefulness of the marking.
- Consistency in teacher's marking across the two key stages and between the Grades.
- Awareness on the part of the pupils of what is expected of them.

Guidance for Phase 1 and 2:

Conference with child as you mark and edit their work.

Spelling:

Write correct spelling above word and or add missing letters.

Select a maximum of 3 high frequency words, have these written for child to practice either on the page or on a whiteboard. Child to correct own misspelt words.

The correction code:

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| = | Capitalize |
| // | Start a new paragraph |
| Gr | Grammar error |
| Sp | Spelling error |
| P | Punctuation error |
| Art | Error with articles (a, an, the) |
| Wo | Wrong word order |
| Ww | Wrong word |
| Wt | Wrong tense |
| Wf | Wrong form |
| Irreg | Irregular verb |
| ? | Unclear |
| Mark in BLACK Pen | □ and feedback Errors Marked improvement For all marking |

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| | For next steps; “next time, remember to use capital letter for names of the students” |
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Phase 3 and 4:

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| TV | Too Vague |
| NED | Not enough depth |
| NAQ | Not answering the question |
| NP | New Paragraph |
| /\ | Missing Word |
| SP | Check your spelling |
| P | Punctuation |
| ? | What does this mean |
| VO | Find a better word |
| T | Wrong tense |
| W | Sentence too long |
| Mark in BLACK Pen | <p>□ and feedback Errors Marked improvement</p> <p>For all marking For next steps; “next time, remember to use capital letter for names of the students”</p> |

Standardization:

Curriculum Committee will come together termly to discuss and mark the learner’s work in accordance to the Common Core Standards. The assessed work is collected together in a portfolio and used for teachers to compare and standardize their judgments.

Rewards and Sanctions:

The learners are awarded class effort marks on their report card for work and behaviour, which shows improvement or effort. The comments on learner’s work are positive whenever possible. Children may be asked to repeat work that is not good enough at break time or after school.

Evidence:

Evidence of the learner’s achievements in writing are kept in their copy books and worksheets within their class file.

Students of determination work may be marked with an appropriate version of the marking scheme. Ensure to motivate them with stars and appropriate feedback.
