



Marking & Feedback Policy

Rationale

Evaluation of students' work is an essential element in the 'assessment for learning' process towards raising levels of achievement across the school. It informs and enables staff, students and parents/carers in this process. This policy sets out a framework for consistency and high quality across the school.

Aims

- To use marking and feedback as a tool to ensure students have an objective evaluation of their attainment in order to play an active role in planning the next steps of their learning journey.
- To encourage students to play an active role in marking and giving feedback; by means of engaging in self-evaluation tasks and peer feedback tasks.
- To facilitate the assessment for learning process by encouraging students to communicate their own understanding of concepts to the teacher.
- To ensure that 'next steps' or 'targets' are proposed in order to support future learning.
- To ensure that teachers are wellinformed in order to make good decisions with regard to the planning of successfully differentiated future work.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by teachers and students.

Procedures

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of students. The 'Assessment for Learning' policy supports this document.

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Teachers are expected to ensure that marking and feedback:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self assessment
- recognises all educational achievement no matter what the level
- is in line with the methodology and mission of the school

EYFS Methodology

- In general Early Years staff respond to children's work verbally as this is the most powerful form of feedback for children as part of the assessment for learning process. However, teachers will always 'mark' that the work has been assessed/discussed.
- Early Years staff are also encouraged to 'guide' children to make self-assessments as frequently as possible; learning in an 'experiential' way by means of discovery. Carefully chosen lines of questioning enable this approach to be successful.

- Children’s work is annotated where necessary, giving the context to the piece of work and/or recording the ‘voice of the child’ which supports practitioners in the assessment of the child’s overall understanding and attainment.
- Annotation and verbal feedback is always positive focussing upon the evidence of what the children can actually do independently and supports their next steps.
- The school uses an online software package called ‘Tapestry’ to record evidence of achievement. All evidence recorded for each child’s learning journey is annotated with a comment matched to the ELG; this should give an indication if the piece of work has been completed with the support of an adult.
- All evidence within the children’s learning journeys is dated.
- All work is linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children’s progress and is used to inform the planning for the children’s unique next steps.

Primary & Secondary

Note, this methodology applies to all work:

- Mallorca International School uses bespoke designed exercise books which provide a clear and consistent proforma which supports the assessment for learning process. ALL work must be assessed and the means of assessment should always be recorded using the proforma. The following graphics illustrate the the key elements of each page proforma:

Date:		<table border="1"> <tr> <th colspan="4">Assessment</th> </tr> <tr> <td>Verbal <input type="checkbox"/></td> <td>Written <input type="checkbox"/></td> <td>Self <input type="checkbox"/></td> <td>Peers <input type="checkbox"/></td> </tr> <tr> <th colspan="4">Support</th> </tr> <tr> <td>Independent <input type="checkbox"/></td> <td>Group <input type="checkbox"/></td> <td>1 to 1 <input type="checkbox"/></td> <td>Teacher <input type="checkbox"/></td> </tr> </table>	Assessment				Verbal <input type="checkbox"/>	Written <input type="checkbox"/>	Self <input type="checkbox"/>	Peers <input type="checkbox"/>	Support				Independent <input type="checkbox"/>	Group <input type="checkbox"/>	1 to 1 <input type="checkbox"/>	Teacher <input type="checkbox"/>
Assessment																		
Verbal <input type="checkbox"/>	Written <input type="checkbox"/>	Self <input type="checkbox"/>	Peers <input type="checkbox"/>															
Support																		
Independent <input type="checkbox"/>	Group <input type="checkbox"/>	1 to 1 <input type="checkbox"/>	Teacher <input type="checkbox"/>															
Title:																		

- A note is made of whether the assessment means was verbal, written, self or peer. Furthermore, the level of support is marked in order that accurate judgements can be made.

Feedback Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/>	Next Steps Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/>

- At the foot of each page a feedback box exists. This may be completed by either the teacher, student or a peer. Furthermore, a smaller box exists for the proposal of ‘Next Steps’ or targets to support learning.
- When marking a dark ink is always used (teachers do not use potentially alarming colours such as red).
- It is not appropriate for the teacher to make written comments for every piece of work. Some written comments may be made by peers and others by means of self-assessment. In any case, the corresponding box MUST be ticked on the page proforma to indicate who is making the comments and proposing the next steps. Teachers must make written comments for a sufficient number of pieces of work per term to (a) support learning effectively and (b) be in a position to complete the MySchool summative assessment process.
- Responses should take into account the learning objectives of the activity/area of the curriculum. There should always be a planned focus to marking and/or feedback. However, attention may be paid to other links (particularly English skills) across the broad curriculum.
- All verbal and written comments made should be constructive, concise, informed, based upon evidence and should not be merely a ‘well done’ or ‘good’.

- Teachers are encouraged to annotate verbal comments/discussions with students in order to keep a record of them.
- Written marking and verbal feedback given by teachers becomes more complex as students get older and can take on more information.
- When students or peers are marking or giving verbal feedback, they should be encouraged to take into consideration the shared learning objectives, any available success criteria and any previously individually set targets.
- After marking, students should be encouraged to reflect, correct and address any misconceptions.
- Time should regularly be set aside to enable students to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a 'marking dialogue' with the teacher.

Symbols

The following symbols must be used by all teachers, consistently, when marking pieces of work:

▶ Check the letter. Capital letter or not?	○
▶ Check the Punctuation. (. , ? ! " ')	◦
▶ Check the Spelling.	_____
▶ Check the verb.	□
▶ Word missing.	^ / ^ ^
▶ New paragraph here.	//
▶ Not clear. Please explain?
▶ Can you think of a better word?	-----
▶ Can you write more?	*
▶ You do not need this.	()
▶ Check the word order.	↩ ↪

All students are taught to understand, interpret and use these marking symbols within their own work and in response to another student's work.

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards setting learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning, and how they will be helped to make further progress, is also planned.

Success criteria are elements of the learning objectives – either the steps involved or what you need to remember to do in order to achieve the learning objective. Teachers are encouraged to use success criteria (both written and verbal) as frequently as possible and share with the students. This provides a basis for performance/attainment to be measured in relation to learning objectives.

Monitoring and Review

This policy should be reviewed once every two years minimum.

Date of implementation: September 2018

Policy review date: September 2020