



## SOAR VALLEY MUSIC CENTRE POLICY DOCUMENT

### MARKING AND FEEDBACK POLICY

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#### **1. General Policy Aims**

This policy relates to the purpose and practice of ongoing marking of written work and verbal feedback to pupils. Marking and feedback should be a positive experience that concentrates on what children can do and helps them to understand any mistakes they have made. Students need to know and understand the areas that they are successful in, and also those areas that need to be improved.

- To ensure that effective marking and feedback is integrated into the learning process
- To assist teachers in developing their own strategies so that students are actively involved in the assessment of their own work
- To enable teachers to work consistently within their levels when marking and giving feedback

#### **2. PURPOSES**

Soar Valley Music Centre tutors carry out marking to:

- Monitor students progress
- Motivate students
- Show students what they must do to improve

#### **3. PRINCIPLES OF MARKING**

The marking and verbal feedback **must refer back to the objectives of the work**. The objectives will be clearly explained to the class at the start of the assignment. Students need the objectives outlined to them carefully.

The students are then clear as to what the teacher's expectations are, and what they are going to be learning. The objectives need to be put firmly into the students' minds using the following approaches:

- Written on the board for the duration of the lesson
- Displayed in the classroom
- Written at the top of the worksheet
- Written by the students as a heading for their written work
- Written by the students at the top of the page before they write the title

## 4. MARKING

The main purpose of marking feedback should be to give information to students about how well they did against the learning outcomes. Remember, students need to be able to read the teacher comments and to understand them! Teachers' marking styles will be appropriate to the level and abilities of the student.

### 1. Frequency

Where possible teachers should set a deadline by which the work will be marked and returned to the students. The students need to be aware of this and where possible it should be stuck to.

Teachers need to acknowledge that they have looked at Students work and indicate this with a tick or initials. Students need to know that their work is valued.

### 2. Student Involvement

Teachers should involve students in self-assessment of their work so as to consolidate their learning, to consider their targets and to see what improvements need to be made.

Marking which is done away from students – **distance marking** – is pointless and time consuming unless you go through and explain your comments with them. Investing time to explain marking comments and a short time to make a small, focussed improvement based on the comments will ensure that students get the maximum out of the work.

Teachers must decide what time they are going to give to go through comments. e.g. start of lessons.

Set lesson time for students to read their marked work – 5 minutes.

Set lesson time for one focused improvement to be made – 15 minutes – and then set a new deadline for final hand in.

Alternatively teachers may give feedback in a specially organised session, either one to one or as a group. A new deadline must then be set for improvement and final hand in.

Teachers must plan how and when they are going to discuss issues arising from marking of assignments. Students need the opportunity to reflect on and to revise their work.

### 3. Focus of Marking

Teachers should give feedback about the learning outcomes, indicating success and improvement needs. Research shows that too much teacher feedback is a comment on quantity, effort, presentation and spelling, despite these not being the main lesson objectives. Students need to know about “next steps”, what their learning targets are and what they need to do to improve.

Comments should reflect the teacher's expectations.

## 5. **Marking Codes**

Marking is more accessible for Students if we introduce codes to show/highlight elements of the learning objectives.

- (a) Highlight with a highlighter pen or circle around three places where the student has written the best aspects against the learning outcome.
- (b) Indicate with an arrow to the nearest white space a “closing the gap prompt” where some improvement can be made.

## 6. **Types of Prompts**

- A reminder prompt – *say more about...* useful for the more able students who will understand this
- A scaffolded prompt – useful for students who need more structure than just a reminder:  
*Can you describe ...? And say what...*  
*Describe something that...say what*  
Or start a sentence which requires finishing...
- An example prompt – successful with all students, especially average/below average ability. Teacher writes an example/model.

## 7. **Consistency**

All teachers work together to moderate marking to ensure that expectations are consistent. Teachers need to be very clear in their knowledge and understanding of levels.

Work sampling will take place at the end of the year in Internal & External Verification with a sample of all tutors and all courses being taken.

## 8. **Feedback**

- Give feedback only about what the students were asked to do, do not give feedback on what they were not
- Ask students to focus on one factor at a time rather than all at once
- An essential part of a student’s learning and needs planning into lessons.
- Formal feedback can be given at the start of the lesson – “In yesterday’s lesson...”
- It can be given in the Plenary.
- Feedback can be given to individuals, to groups, and to the whole class.
- You should give the student targets for how to revise the current assignment and also how they can improve on their writing style for future work.

## **Related Policies & Procedures**

- IV Procedure