

BETHLEM & MAUDSLEY HOSPITAL SCHOOL

MARKING POLICY

Philosophy

We believe that verbal feedback and constructive marking help to raise standards.

Feedback and marking makes manageable the tracking of learning objectives and outcomes for individual pupils. It is an effective way of ensuring that the pupils are aware of their progress and how they can improve.

Aim

Within our school we believe a feedback and marking policy, which is shared with both adults and pupils, will:

- Support a dialogue between learner and teacher/support staff or other adults.
- Signal areas of achievement/areas of development for pupils.
- Raise the achievement and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.

Shared Principles of Feedback and Marking

- It provides opportunities to celebrate and acknowledge achievement, progress and effort.
- It provides opportunities for prompt and regular written or spoken dialogue with the learner.
- Teachers/support staff and pupils are clear about the learning objectives of the task and the criteria for success and marking is directly related to these.
- Teachers/support staff and pupils provide constructive suggestions about ways in which the learner might improve his/her work.

Practices of Feedback and Marking

- All staff use the template below for marking:

Name:	Date:	MY LESSON
What I will learn: <i>Learning Objective</i>		
How much do I know already? <input type="radio"/> None <input type="radio"/> Some <input type="radio"/> Lots		How much have I learnt? <input type="radio"/> None <input type="radio"/> Some <input type="radio"/> Lots
Teacher Marking and Feedback		
What I need to do next		
<small>Bethlem and Maudsley Hospital School</small>		

- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teachers.
- Pupils are given the time to act upon the feedback.
- Teachers/support staff are selective in the aspects about which they choose to comment.
- Teachers/support staff comment on positive aspects of the work and on areas for development.
- Teachers/support staff recognise effort as well as quality.
- Teachers/support staff use the information gained, together with other information, to adjust future teaching and learning strategies.
- Teachers/support staff differentiate feedback while ensuring that all pupils know how they can move forward. This is achieved by modifying the comments to suit the age and ability of the pupils.
- The Feedback and Marking Policy has been discussed with all new members of staff and the practice reflects school policy.

- All work returned to pupils must be marked or given verbal feedback.
- Feedback and marked work should be quickly returned to the learner, ideally on the day when work is completed.

Purposes

- Provide a focus on learning objectives/success criteria.
- Confirm that the learner is on the right track and suggest areas for improvement. Suggestions for improvement will act as 'scaffolding'.
- Provide pupils with opportunities to give feedback.
- Ensure that pupils understand their achievements and know what they need to do next to make progress.
- Encourage pupils to comment on their own work.
- Provide alternative solutions if a learner continues to fail in a given task.
- Give pupils time to act upon the feedback given by the teacher or another student.
- Help to set the next piece of work.
- Provide a record of a student's progress in terms of previous areas for development.

Involving Pupils in Feedback

We use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback – teacher and learner.
- Self-assessment.

Motivating Pupils through Feedback and Marking

We use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work.

- Positive acknowledgement of correct/good work to confirm that the learner is on the right track.
- Encouraging comments on areas needed to develop.

Monitoring and Evaluation

The senior leadership team are responsible for the monitoring of the policy.

They oversee the above process (including through work sampling) and produce an action plan prioritising any change.