



## Marking and Feedback in Books

**Feedback should be personalised and part of an on-going learning dialogue. Marking should inform planning for exceptional teaching and learning. Comments or questions should be incisive and challenge the students.**

At SDCC and the Atrium we have a proportional marking policy. Teachers will mark a sample of books **every lesson** (1 book per 6 students). They will mark, in detail, that lesson's work only. This will inform planning for the subsequent lesson. Directed Improvement and Reflection Time will happen as appropriate following this. This may be at an individual level or for the whole class, although they may have different tasks.

- Departments have regular summative assessment points which are marked and fed back on so that students know how to improve.
- Formative assessment should be a regular feature of a student's learning.
- It should be on going at a verbal level.
- Books should show a balance between praise and a clear identification of what the student should do next to improve.
- This will consist of a next steps sentence that includes one of the following:
  - A question that addresses a misconception, refers back to prior learning or stretches the student.
  - A rewind task to get students to review previous work.

E.g.,

*Lovely work Arthur, your description of the cell uses good scientific language.*

*Next step:*

*Q. What is the role of the nucleus?*

*Very well sequenced narrative, well done. Next step:*

*<< Go back to paragraph one and correct your punctuation in green.*

- The books of students who are underperforming in subject areas may be marked more regularly as part of the sample, at the teacher's discretion (this may include PP and SEND students).

Marking over time should also include evidence of the following:

- Grammatical and spelling errors should be identified so that the student may research correct usage and amend accordingly (see box to the right).
- A comment can be made on presentation in order to encourage pride in one's work but must be followed-up.
- Where feedback has been given, there should be an indication of response from the student in **green pen**.
- Opportunities for Peer and Self-Assessment/Reflection.

## Literacy marking at SDCC and the Atrium

- All staff will carry out a consistent approach to literacy marking, this will be across all year groups.
- Staff are to encourage the use of the symbols with students. Students will be encouraged to mark for literacy when they are peer marking.
- Literacy errors can be identified by staff in general classwork, but the use of symbols must be present.
- All literacy errors will be marked/ highlighted in red pen by staff. Students will correct in green pen.

Symbol	What it represents
<b>Sp</b> in the margin.	Spelling - Incorrect words will be underlined in the text. Students will copy out 3 times in green pen.
<b>P</b> in the margin.	Punctuation - A circle will identify where there is an error in the text. Students will correct in green pen.
<b>C</b> in the margin.	Capital letters - the incorrect letter will be circled in the text. Students will correct in green pen.
<b>FS</b> in the margin	Full sentences – the incomplete sentence will be underlined. Students will correct in green pen.

### Symbols for the development of learning

<b>Q</b> in the margin	Question – This will be something that either refers to a misconception, stretches the student or refers back to prior learning.
<b>&lt;&lt;</b> in the margin	Rewind – A sentence that asks students to review previous work.
<b>VF</b>	Verbal Feedback – there is no requirement to write down the feedback but students must respond in green if it is appropriate.