

Samuel Cody Specialist Sports College

Marking and Feedback Policy 2020 - 2021

We see the marking of our student's work as an easily accessible means of communicating to them their performance within a subject area. This should be seen as a positive reinforcement of the student's work. It is also a means of highlighting areas which need further development and indicating how this might be achieved. Regular feedback for our students is essential in order that they understand the value placed on their efforts. We look upon it as an important means of motivation for the student and how to improve their work whilst being a diagnostic tool for the teacher.

We believe that positive praise can only raise the self-esteem of students and thereby their level of performance. Comments should be given in a positive way and should relate to the understanding, literacy and development of their individual understanding of that topic.

We acknowledge that criteria prescribed in the National Curriculum will need to be taken into consideration where applicable but may not necessarily be communicated to the student.

GUIDELINES FOR MARKING & FEEDBACK

The following are to be seen as the baseline for all curriculum areas but we acknowledge there is a need for flexibility in some subject areas and this will be left to the judgement of subject staff.

Marking & Feedback should be:

- For all pieces of work
- verbal where practical
- awarding a \surd for correct work
- should always be in an unobtrusive manner
- given in a manner suitable to the students understanding. This will be done in the following ways:
 - a) symbols (smile faces)
 - b) short written comments
 - c) extended written comments where a student can read and understand the content
 - d) ongoing verbal feedback
 - e) awarding of team merits appropriate to the content of work
 - f) peer feedback and comment
 - g) self-evaluation

The recording for verbal feedback will be given via a stamp in the student's book/piece of work. Teachers may use the stamps:

- verbal feedback given
- Even better if

The schools marking and feedback policy is seen as part of the process in building an overall picture of a student's performance and will contribute to the process of assessment and recording of progress.

Teachers will use their professional judgement to meet individual needs of each student. The teacher maintains accurate records of students' work so that data is available on which to base assessments and measure attainment and progress. This is used to inform future planning, guide teaching approaches and monitor engagement in learning. This is imperative in instances where national emergencies prevent regular matriculation from taking place in YR 11, and teachers are asked to provide evidence of predicted grades in place of examinations. It is essential that good solid evidence is available to back up decisions made about grades in these instances.