



SEVENOAKS
PREPARATORY SCHOOL

MARKING AND FEEDBACK POLICY

Status and Review Cycle	Statutory / Annual
Policy reviewed and amended	30.8.24
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Marking and feedback policy

AIMS

The aim of this policy is to enable pupils at Sevenoaks Prep to learn and develop their understanding of the subject taught through a series of regular marking and informative feedback, in line with the school's plan of encouraging challenge, creativity and community.

This policy also aims to give consistent guidelines for staff whilst also allowing the flexibility for subject-specific development so that marking and feedback can be tailored for each subject and be valuable to each child.

DEFINITIONS AND PRINCIPLES

Marking can be (but is not limited to) reading, proof reading, editing, monitoring, correcting, and (where appropriate) giving a mark to students' work.

Feedback can be (but is not limited to) providing detailed guidance, from the teacher, peer or the pupils self-reflection to the pupils to help them to improve their knowledge, understanding and skills. Feedback should be linked to learning outcomes.

Marking	Feedback
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Diagnoses strengths and areas for development	Encourages thinking and reflection

Consistency in our marking and feedback approach:

- Tailor marking/feedback to the child's ability, considering their sense of worth and wellbeing whilst challenging them to develop as learners
- Use green pen to provide written marking/feedback
- Use the language of WWW (what worked well) and EBI (even better if)
- Expect pupil feedback (purple pen) and incorporate time for them to do so
- Meet the frequency of deep marking* one piece of work per half-term

**Deep marking implies that a piece of work is given formative feedback, in writing and time is allocated for the pupil feedback to be recorded, before a mark is allocated and, if deemed appropriate, shared with the pupil.*

Flexibility in our marking and feedback approach:

- Type of feedback given (In drama, PE, art and music for example, much of the feedback will be verbal. In fact, much of the best feedback in all subjects is verbal whilst the students are working).
- Type of work that is deep marked
- Use of rewards on work (stickers, stamps or other)

PUPIL FEEDBACK

Once feedback is given, children need to be enabled to respond. As a result, we will offer pupils time to critically reflect on how to craft and improve their work and then to develop new techniques to put their feedback into practice. A dialogue will be opened with students about their feedback, and we will offer time and space for this to happen. This can be done during lesson time or during Prep and must reflect the frequency of deep marking as mentioned above. Pupils must show their reflections using a purple pen.

PEER ASSESSMENT

Peer assessment is a mechanism which allows pupils to develop an insight into the quality of their own work through the assessment of each other's work. Pupils use the success criteria to evaluate the work produced by peers to positively advise on areas to improve. This process benefits the children's learning through assessing the quality of someone else's work, reflecting on its quality, comparing it to their own. It provides a sense of community to the learners involved.

SPAG

Given the increasing focus on quality of written communication in all examinations with a written component, when and where appropriate, teachers should provide feedback on literacy; for example, addressing misspelling of key terms, lower case proper nouns and other punctuation errors. If teachers do not correct spelling, punctuation and grammar (SPaG) in books we give implicit authority to students to continue making the same mistakes. As with spelling, the marking of this should reflect the stage at which the children are at as individuals within the structured, developmental programme of work.

HIGH EXPECTATIONS, HIGH IMPACT

We aim to create and maintain a culture of challenge, creativity and high expectations in our classrooms. The marking and feedback policy encourages pupils and teachers to follow these principles to make a high impact on their development. In doing so, the pupils will remain engaged, eager to learn and extend themselves with confidence, independence and the soft skills to help them in their future learning.

Some departments share their expectations by using success criteria grids and checklists (see Appendix 1.) for self, peer and teacher assessment or marking. This also encourages a higher level of independence from our learners.

MONITORING

A 'book look' is performed regularly by SMT to ensure that high quality feedback and marking. Teaching staff are encouraged to participate in the 'book look' for their own professional development and to reflect on the effectiveness of the feedback and marking policy.





LINKS TO OTHER POLICIES

Assessment (record Keeping And Reporting) Policy

APPENDIX 1. Example of a departmental success criteria grid.

Pupil progress geography Year 3 Name of pupil _____

Knowledge- continue to develop an understanding physical and human geography	Student			Teacher		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Study of Settlements						
What are volcanoes						
Mapwork						
Skills						
I can use geographical vocabulary						
I can use the internet, books, and pictures to find information						
I can collect and record evidence						
I can compare 2 different places						
I know 4 points on a compass						
I can find things on a map using pairs of coordinates						
I can make a map to show a route I have walked with symbols on it						
I can use an atlas to find 6 European countries						
I know about volcanoes and plate tectonics						
I recognise different types of settlement						
I have presented my work in an interesting way including use of ICT						
Personal success criteria – developed throughout the year						

Below expectation 
 Met some expectations 
 Expected 
 Above expectations 
 Excellent 