St Joseph's Institution International School Malaysia

Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.

Feedback and Marking Policy
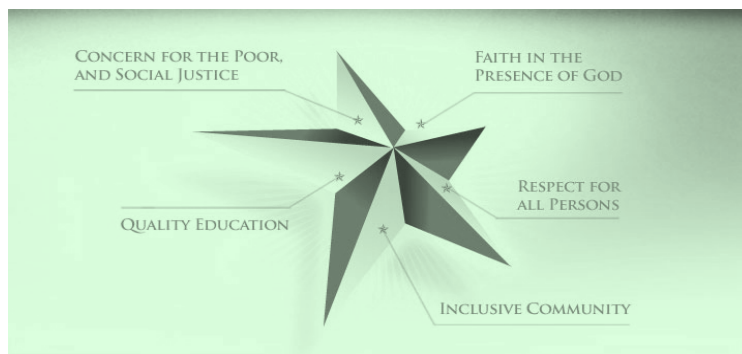
Signed: _____ Elementary School Principal

Signed: _____ High School Principal

Date of Policy: 8/17

Date of Review:

This policy is written in the spirit of putting into practice our Lasallian core values

Principles

Our Marking and Feedback Policy is based on the principles that:

- students have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular feedback keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- HS and ES guidelines are attached as appendixes and will differ according to phase.

Expectations

- All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment.
- Every student should have one piece of work marked in detail once every week,
- Evidence of self and peer assessment
- Teachers should check the quality of peer and self-assessments made by students and write a comment or sign to show that it has been monitored.
- There should be a fair balance of teacher and student marking

Feedback is effective when:

- it informs both the student and the teacher of what has been achieved and what needs to happen next
- the student has an opportunity to read / respond to the marking
- it is carried out in the presence of the student
- effort is acknowledged alongside achievement
- it is related directly to the learning objective / success criteria

Strategies to move the learning on:

Different types of improvement prompts do we need this as well as Hattie 3 levels below

- Reminder prompt - Draws the learners' attention back to the learning objective. For example:
  - e.g. Say more about, explain why you think this is.

- Scaffold Prompt - gives more help by focusing on specifics helping learners to extend their present understanding and improve their work. For example:
  - Can you explain why?
  - Please check your answers by …
  - An unfinished sentence - The colours in the flag are...

- Example prompt - Choose one of these John Hattie statements and/or create one of your own

JOHN HATTIE 3 LEVELS OF PROMPT - EXAMPLES

- **Task**
    - Does his/her answer meet the success criteria?
    - Is his/her answer correct/incorrect?
    - How can he/she elaborate on the answer?
    - What did he/she do well?
    - Where did he/she go wrong?
    - What is the correct answer?
    - What other information is needed to meet the criteria

- **Process**
    - What is wrong and why?
    - What strategies did he/she use?
    - What is the explanation for the correct answer?
    - What other questions can he/she ask about the task?
    - What are the relationships with other parts of the task?
    - What other information is provided in the handout?
    - What is his/her understanding of the concepts/knowledge
    - related to the task.

- **Self-regulation**
    - How can he/she monitor his/her own work?
    - How can he/she carry out self-checking?
    - How can he/she evaluate the information provided?
    - How can he/she reflect on his/her own learning?
    - What did you do to...?
    - What happened when you...?
    - How can you account for ...?
    - What justification can be given for ...?
    - What further doubts do you have regarding this task?
    - How does this compare to...?
    - What does all of this information have in common?
    - What learning goals have you achieved?
    - How have your ideas changed?
    - What can you now teach?
    - Can you now teach another student how to..

Guidance for peer / self-assessment
- Peer and self-assessment have a key role to play in marking and feedback. They empower students to take control of their learning.
- In line with AfL strategies, within most lessons students should have opportunities to assess their progress (or that of others) against agreed success criteria.
- Through modelling, students should be explicitly taught the skills of peer and self-assessment using
- Teachers plans should demonstrate that there is time to do peer/ self-assessment

Alternative ways of marking/assessing students' learning
- openings of lessons
- mini-plenaries e.g. Why is this good? (Refer to success criteria)
- use of the visualiser to model and share examples
- effective questioning
- display

Monitoring
Marking and feedback will be monitored by the leadership team through taking in samples of books and through lesson observations.

Appendix 1 - Elementary School Marking Guidelines

Definitions of Different Types of Marking Strategies

- **Summative marking** - usually consists of ticks and dots and is appropriate for closed tasks or exercises.

- **Secretarial marking** of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Students cannot effectively focus on too many things at once.

- **Focused marking** should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the student close the gap between what they achieved and what they could have achieved.

- **Self-marking** - When possible, students should self-mark closed tasks, individually, as a group, or as a class.

- **Self-evaluation** - Pupils should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

- **Response partners** - students should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement. Students can be trained to use Hattie's 3 levels of response.

- **Verbal Feedback** is the most powerful. This dialogue should focus upon successes, areas for development and to set targets for future learning. This may be in the form of a learning conference review. It can be to the whole class discussing and reviewing learning.

- **Shared marking** Using 1 or 2 pieces of work to mark in front of the class should be done at regular intervals as these models the marking process whilst teaching the current lesson objective.

- **Marking and feedback given by members of the academic team other than teachers.**
  Where a member of the teaching team other than the class teacher has been involved in the student's learning, the work should be initialed and commented on where appropriate.

Procedures
- whenever appropriate the success criteria and LI should be written in the students' books.
- marking should be in green pen
- the use of **pink** highlighter to promote positive aspects
- use of green arrows or arrow post it notes for moving on points
- use of speech bubble post it notes for students to use when responding to the marking
- teachers' handwriting needs to be legible as a model for the student
- not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.
- teachers should use the agreed symbols which should be shared with the students and displayed in the classroom.
- verbal feedback should be acknowledged in books
- success criteria should be written in the books for extended writing KS2
- Students can self-assess or peer-assess in pink pencil/pen for tickled pink and green pencil for growth if and when appropriate.
- Pupils must have time to respond to teachers marking BEFORE they begin the next piece of work.

Codes

- Pink highlighting   Evidence of success criteria
- Arrow for growth   Green arrow
- VF   Verbal feedback
- .   Check this answer
- sp ___   Spelling
- p   Punctuation
- I   Missing finger space
- /   New line
- //   New paragraph
- I   Independent work
- S   Support – Guided/Group/Shared work
- T   Target/Remember your target
- ✓T   Target Achieved
- AT   students identify it themselves
- P+   Good presentation
- P-   Presentation needs improvement

Pink and green pens to be used for self-assessment and peer marking.

- **Response to marking**   Pink post it notes - speech bubble
- **Target**   Green Post it notes - arrow

Following marking the teacher will complete a green arrow post it note which will be put on the new page for the next piece of work. This should be referred to in the marking of that piece. The same target should not appear more than 3 times. The students will respond on a pink bubble.