



Marking, Assessment and Feedback

Why we engage in marking and feedback: what is it and what is it for?

Marking at FSD should be meaningful, manageable and motivating. The purpose of it is to improve student learning and maximise progress; we hope parents will support student learning by engaging with teacher marking. Teachers at FSD give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback.

We believe that marking and feedback will, over the course of time:

- Correct misconceptions
- Provide further clarification
- Be aimed at increasing student effort and aspiration
- Build student confidence
- Involve a student response and subsequent action
- Use language accessible to students
- Present students with probing questions or further challenge

Student work – what should it show?

Teachers are not expected to mark or assess work that is badly presented or which lacks thought and/or effort. Therefore, teachers will make clear to students that ALL work:

- Must be given a title and date, both of which should be underlined
- Must be neat, tidy and well presented in exercise books/files that show that students take pride in their work and which are graffiti free
- Must be labelled as homework when it has been set as such
- Must be proof-read and amended by students before submission for marking or assessment and therefore not be overly reliant on the teacher. Teachers will ask students to complete work again if it is badly presented or lacks thought/effort, to enable them to provide useful feedback

Marking will vary from task to task:

- A piece of work does not have to be marked for everything and, particularly if lengthy, will not necessarily have teacher comments throughout
- Some marking, assessment and/or feedback will be in written form; some will be verbal; some will be undertaken by students themselves (self-assessment) or by other students (peer assessment)
- For some work only the application of the work will receive feedback and not necessarily preparation work
- Marking is a two-way process; students have to think and act in response
- Sometimes only a grade or mark will be given, and not a comment, with students encouraged to identify their own errors/mistakes using the mark scheme

Student response – Reflection and Improvement Time and Pink Box Tasks

Ensuring that students have understood feedback is the one of the most important steps. This will involve, where appropriate, the redrafting of work to show progress (for example, writing an additional paragraph or redrafting a specific paragraph). Alternatively, students may be asked to attempt a similar question or task or supplementary questions. Student responses are written in green pen. Time is often built into lessons for Reflection and Improvement Time when work is returned to students; alternatively, students may be asked to do this as a homework task. This is a crucial part of the marking and feedback loop where students demonstrate that they understand the feedback and use this to improve their work.

Marking for literacy

Errors will be identified by teachers with a focus on particular areas of difficulty for individual students. Teachers will follow the whole school literacy coding system for this (see below)

Marking for Literacy	
vV	Excellent point made.
Sp	Correct spelling mistake.
Pu	Correct punctuation mistake.
Gr	Sentence is grammatically incorrect. Please correct it.
Ca	Use capital letters.
FS	Rewrite using full sentences.
D	Add more detail here.
WW	Wrong word has been used. Correct it.
^	Insert missing word or piece of punctuation.
Ex	Explain what you mean.
Eg	Give an example.
?	Meaning is unclear. Please clarify.
//	Start new paragraph.
HW	Handwriting is unclear. Please rewrite the word/sentence.