



Springwell
Lincolnshire

Marking and Feedback Policy

Springwell Alternative Academy
Lincoln and Mablethorpe

SLT with responsibility for policy	Sarah Jorgensen
Date written	September 2019
To be reviewed	Annually



Aims and Purposes of Feedback:

- To show students that their work is valued.
- To provide students with the information they need to make good progress in their learning.
- To provide the teacher with the information they need to plan future learning.

Responsibilities

The Key Stage Leaders will:

Moderate the implementation of the Marking and Feedback Policy in their key stages.

The Senior Leadership Team will:

Quality Assure the moderation process carried out by Key Stage Leaders.

Teachers will: Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement and effort;
2. Be personalised, feedback may take the form of verbal, written, self or peer assessment, dependant on need. Effective feedback will look different in different classrooms in our school, for different aged students, and for students with different levels of personal development, literacy and educational attainment. In addition feedback may look different depending on students' pathways and their curriculum intent.
3. Use the planning and assessment slips (see appendix 1) to have a conversation with the student around their progress and next steps.
4. Use assessment and marking to inform future planning and individual target setting

Teaching and Learning Support Staff will:

1. Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
2. Ensure that the teacher is made aware of any difficulties and successes that a child may have.
3. Use knowledge of how children responded in order to assist in the planning of the next lesson.



Students will:

1. Be supported to reflect on learning and self-assess against their academic and personal targets and so, where appropriate, be involved in the setting of future targets.

Parents/ carers will be:

1. Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning;

2. Invited into school at least three times a year to look at their child's work / books on family learning days. These days also give opportunity for families to feed into the assess, plan, do, review cycle.

Appendix 1

Learning Intention: To round numbers to the nearest 10					
Knowledge	P	T	Skills	P	T
<ul style="list-style-type: none"> I know that numbers round up when above 5 I know numbers round down when 4 or below 			I can round any 2-digit number to the nearest 10		
Target Strand	Personal Target			P	T
A - gives purposeful attention	1. Listen with interest to my teacher for 3 minutes				
D- show insightful involvement	2. Take part in a group activity for 4 mins				
	3. Share a task or game with a friend for 5 mins				



Name of Teacher:			
Class:			
Date of scrutiny:		N° Books Seen:	

Expectation	Evidence consistently seen?
Targets are:	
Appropriately challenging	
Personalised and informed by previous lesson	
Self assessed and teacher assessed	
Personal targets are linked to Boxall profile	
Feedback is inline with our policy	
High expectations of presentation are evident	
A variety of tasks are evident that meet students' needs	

Areas of strength

Areas of development

Overall effective?	
Yes	No