FARNEY CLOSE SCHOOL

Marking and Feedback Policy

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Review Due	July 2025

Approval Level	☐ Governing Body ☑ Principal to Determine
Signed	
Role	Principal
Date Approved	

Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

The Intent of Marking and Feedback

Marking pupil's work and giving pupils feedback through marking or other means is critical to improving the outcomes of our pupils learning. High quality and consistent marking and feedback helps to build a pupil's confidence and self-esteem by establishing small steps for progress, and by encouraging them to reflect on what they have learned and done, and on how well they have achieved. Over time this will give our pupils greater understanding about their learning and ownership of their improvements. This policy is reflective of work produced by a pupil in the following but not exclusive range of formats; worksheet, templates, paper or paper based, book or booklet, online, cloud based or electronic format.

Implementing Marking and Feedback?

- Marking should be targeted depending on the focus area of the subject being taught and in particular the areas of skill, knowledge and understanding.

- Teachers should acknowledge a pupil's efforts with objective comments and reinforce the positive aspects of their work by suggesting strategies for improvement where relevant.

- Pupils engage in the evaluation of their own work, aiming to increase their focus, motivation and self-esteem.

- There will be a consistency to a pupil's understanding of their own progress, with pupils' feedback and comments marked using a purple pen.

- Pupils will have the opportunity to revise, improve or correct work and re-present it where appropriate.

- Pupils will have the opportunity to experience positive self-reflection on their learning and achievements.

- Teachers will use marking to reinforce explicit outcomes that frame learning within the bigger picture.

- Levels/grades can be used in marking and feedback, but must have context that young people understand i.e. students should know what levels or grades mean for them and their progress.

- Teachers will use the SIR (Strength, improvement, response) within their marking and feedback of pupils' work.

- Teachers will use planned, quality questioning in feedback sessions that incorporates reflection and promotes involvement.

- Teachers use constructive and informative oral feedback using language which models good practice to pupils.

- Marking provides opportunities for peer and self-assessment.

- All marking and comments should be constructive in nature, with pupils' feedback and comments marked using a purple pen.

- Comments are to be made by staff and corrections will be made where relevant and helpful to ensure that pupil's self-esteem is not negatively impacted, with pupils' feedback and comments marked using a purple pen.

- Whenever possible marking will take place with the pupil present so that points can be illustrated and discussed.

- The minimum expectation is that work will be (formally) SIR marked by teachers at least every two weeks, this includes homework on a two-weekly cycle in Key Stage 4.

- All books are expected to contain dynamic marking on a weekly basis.

- To establish a consistent framework within which the school and individual departments can continue the systematic development of marking all pupils will give feedback and comments marked using a purple pen.

- Where appropriate a mark/comment will be given for attitude to learning (this should also be reflected in the reward points system).

- Evidence of the effectiveness of the Marking Scheme will come through the regular scrutiny of pupils work in all subject throughout the curriculum, learning walks, program of work scrutiny and book scrutiny.

- Verbal feedback can also be highly effective when done well with our pupils but will not count as being formally marked.

- Staff giving verbal feedback should ensure it is meaningful and concise.

o Verbal feedback may be accompanied by notations on work and in books to reinforce points and remind pupils of key points using the S.I.R feedback.

o Peer marking and feedback can be highly effective for the marker and recipient, but it is imperative that staff facilitate this process in order to ensure its positive impact, using the S.I.R feedback as evidence.

o All subjects will use a standardised approach to marking for literacy as detailed at the end of this policy.

Specific Variations

Due to the nature of some subjects we expect some variations in the frequency and detail in marking. Some practical subjects, for example, may rely heavily on verbal feedback throughout a learning process and therefore marking less frequently. It is important that teachers are allowed to use a system that works for their subject and method of delivery, whilst empowering students to improve. The literacy needs of our pupils may also dictate that marking may at times be presented in differently accessible ways.

We expect that however marking and feedback is used/presented that students can generally answer the following questions, if asked:

1) What am I doing well at? What have I achieved so far?

2) What do I need to do to improve further?

3) How will I know I have improved? What will success/progress look like?

All pupils will give feedback and comments marked using a purple pen.

The Impact of Marking and Feedback

Over time the use of consistent and high-quality feedback and marking will:

o Increase pupil's agency in their own learning journey

o Enhance the opportunities for success for our pupils

o Impact positively on the self-esteem of our pupils

o Encourage our pupils to reflect on all aspects of their work

- o In so doing increase the resilience of our pupils as learners

- o Students achieve more successful outcomes in their learning at Key stage 2, Key stage 3 and in their accredited studies at key stage 4

- o Students are readier to engage in feedback processes in study or work when they leave Farney Close

SIR feedback

Marking of Work

Marking and feedback the whole school will use the acronym SIR (Strength, improvement & response) to help pupils understand their strengths and areas for improvement. SIR marking and feedback should be clear and individualised to enable pupils to identify, and or make the changes necessary to move their learning on, or to support areas for development.

An explanation of the system and three possible ways in which it can be used are outlined below:

S = a strength in the work identified by the teacher
I = a way in which an aspect of the work could be improved or a way to extend learning and move it forward, as identified by the teacher
R = feedback from the pupil with regards to action that will make the required improvement

Option one:
 S: teacher identifies an area of the work which has gone well
 I: teacher identifies an aspect of the work which could be improved
 R: pupil makes the required changes or does the work again in order to make the required improvement

Option two:
 S: peer identifies an area of the work which has gone well
 I: peer identifies an aspect of the work which could be improved
 R: pupil makes the required changes or does the work again in order to make the required improvement and/or teacher comments on the peer marking

Option three:
 S: pupil identifies an area of their own work which has gone well
 I: pupil identifies an aspect of their own work which could be improved
 R: teacher comments on the self-assessment and pupil makes the required changes

Marking for Literacy

New paragraph needed	//
Spelling error	Circle word and write SP in margin
Punctuation error	Circle place in sentence and write P in margin
Incorrect use of capital letter	Circle letter and write C in margin
Sentence grammatically incorrect	Underline sentence or phrase that requires amending