



BHES

Marking Policy

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Date adopted: November 2016

HISTORY OF POLICY CHANGES

Date	Page	Details of Change
November 2017	All	Reviewed - No changes
May 2021	All	Reviewed - No changes
April 2022		Removal of Meriton logo Reformatted

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1. BHES Philosophy for Feedback and Marking

As a hospital service with small classes and some individual teaching we value both verbal and constructive feedback and marking to raise the standards.

We believe that robust and constructive feedback and marking make manageable the tracking of learning objectives and outcomes for individual pupils. It is the most effective way of ensuring that pupils know how they are progressing and understand what they need to next to improve.

2. Overall aims

Within BHES we believe that a robust feedback and marking policy, which is shared with both students and adults, will enable the following to happen.

There will be constructive dialogues between the pupil, teachers, support workers, parents and other adults informed by the feedback that is given.

Any areas of achievement or areas for development will be easily noticed across the pupils learning.

Constructive feedback should raise the self-esteem and achievement of pupils and enable timely improvements within learning.

3. Reasons for good feedback and marking

It provides opportunities to celebrate and acknowledge achievement, progress and effort.

It provides opportunities for prompt and regular written or spoken dialogue with the learner.

It enables teachers and support staff to be clear about the learning objectives of the lesson.

It provides opportunities for constructive suggestions about ways in which the pupil may improve their work.

4. Expectations for good feedback

There should be a clear target given at the start of each section of work. (This may be termly or at the start of a new topic). These should be clearly visible and placed where a student can refer to it.

The first target set should clearly relate to the baseline assessment that the tutor has given.

There should be an acknowledgement of each piece of work which should include a comment that gives guidance on how to improve or extend the learning

Each piece of work should be marked quickly and returned to the student, ideally by the next lesson.

Work should clearly show the current grade of the exercise at least once in each topic covered. Ideally this should be more often where that is applicable.

Pupils are encouraged to give written comments on their learning both on written exercises and also when there had been a lesson where there has been no written content.

Where applicable parent comments on the lesson or work covered should be encouraged and included in the pupil's work book.

Where applicable support staff comment should also be encouraged.

Pupils should be given time to act upon the feedback given and this should be acknowledged at a later date. There should be evidence that the pupils have used the feedback to extend and improve their skills and knowledge.

Feedback should be selective with both positive comments and some areas for development.

Comments should recognise effort as well as quality.

Teachers should use the feedback to inform future teaching and learning strategies.

Feedback should be differentiated but all students should know what they need to do to move forward.

Feedback and marking policy should be shared with all new members of staff.

5. Purpose of involving pupils and parents in feedback and marking

Feedback can be verbal or written but it is important that the student is able to reflect on the feedback and so even verbal feedback should be noted in short form on a separate sheet or in the pupil book so that the pupil can refer to it at a later date.

Student comments encourage the skill of self-assessment. This enables students to move forward more easily into independent learning.

Constructive parent feedback provides the student with a sense of support and a common purpose in both home and school setting.

6. Motivating pupils through feedback and marking

Positive acknowledgement of correct good work that clearly identifies what it is that is 'good' about the work.

Comments on areas for development should be encouraging.

Comments should give pupils alternative ways to improve their work if the initial work has not been successful.

7. Monitoring and evaluation

Senior leadership team are responsible for monitoring the policy.

The above process should be overseen through observations and work sampling and this should produce an action plan which prioritises change if needed.