Appendix

Chalk Hill local procedures

Principles

In addition to the purpose, aims and expectations set out in the Trust policy, at Chalk Hill we also believe that:

- Our approach to marking and feedback should make it clear to students that it is for their benefit – we do it for them.
- Marking and feedback demonstrates to students that their work has been looked at and valued.
- Marking and feedback should inform teachers' planning and identify any gaps in learning
- The nature and content of the feedback should be relevant and accessible, personalised to every student's needs.
- Regular opportunities for marking and feedback should be planned for, ensuring time is allowed for students to reflect and act on it.

Frequency

There is no fixed frequency for marking and feedback at Chalk Hill, because the expectation is that it is part of a constant and ongoing dialogue with students, about their learning.

Summative tasks should be set and assessed at the end of every half term, in order to identify and evaluate progress made over a unit of work. These can be set using a range of approaches, tailored to the needs of the students.

Types of feedback

With a high level of supporting evidence, the Education Endowment Fund states that feedback to students has a high level of impact for low cost. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show higher impacts overall.

With this in mind, feedback at Chalk Hill can include:

- Written comments, identifying strengths and targets
- Verbal feedback from the teacher, Teaching Assistant or peer(s)
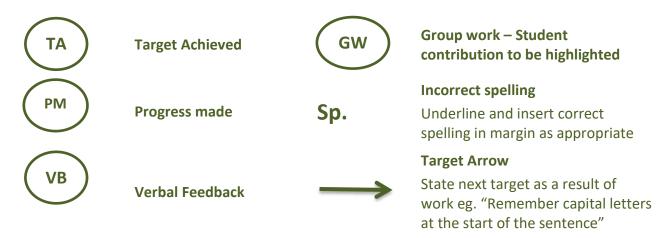- Self-assessment
- Videos
- Photos

Recording of Feedback

It is an expectation of all teaching staff that the feedback they give to students will be logged/ recorded. This will usually be in students' exercise books and folders of work

It is also expected that staff will all use the agreed symbols and levels of support listed below

This is the most basic level of marking and feedback: Staff will use the codes below, or ink stamps if they prefer, to indicate the type of feedback given, levels of adult support.

Feedback symbols

TA **Target Achieved**

GW **Group work – Student contribution to be highlighted**

PM **Progress made**

Sp. **Incorrect spelling**
Underline and insert correct spelling in margin as appropriate

VB **Verbal Feedback**

Target Arrow
State next target as a result of work eg. "Remember capital letters at the start of the sentence"

Levels of support

The following levels of support and be used to help develop a fuller understanding of the students' achievements and progress in this setting:

1. **Fully supported**	Mirroring or copying the skill or task with full adult support.
2. **Guided**	Can achieve through 1-1 or group work discussion and/ or with physical support from an adult
3. **Prompted**	Can achieve with one prompt from an adult, eg. this could be a question to prompt an answer
4. **Independent**	Can achieve without additional adult support in this setting
5. **Applied**	Can achieve in different lessons and contexts without additional support in this setting

In addition, colleagues are also expected to record briefly, and in student-friendly language the content of the feedback, always including a positive and a target.