

Marking and Feedback in Books

Feedback should be personalised and part of an on-going learning dialogue.
Marking should inform planning for exceptional teaching and learning.
Comments or questions should be incisive and challenge the students.

The Taunton Academy has a ‘5 book marking’ policy. In subjects across Eng, Maths, Science and Hums/Langs, teachers will mark a sample of books every lesson (1 book per 6 students). They will mark, in detail, that lesson’s work only. This will inform planning for the subsequent lesson. Directed Improvement and Reflection Time will happen as appropriate following this, not necessarily every lesson, but on average once a week.

- Formative assessment should be a regular feature of a student’s learning. It is a unique opportunity for a dialogue between student and teacher.
- It should be on-going at a verbal level.
- It should have a balance between praise and a clear identification of what the student should do next to improve.
- Clear targets should be set to allow development towards a particular level or grade.
- The books of students who are underperforming in subject areas may be marked more regularly as part of the sample, at the teacher’s discretion (this may include PP and SEND students).

Marking over time should also include evidence of the following:

- Grammatical and spelling errors should be circled so that the student may research correct usage and amend accordingly (see box to the right).
- A comment can be made on presentation in order to encourage pride in one’s work but must be followed-up.
- Where verbal feedback has been given, there should be an indication of response from the student.
- Opportunities for Peer and Self-Assessment/Reflection

Marking Symbols

Marking/Feedback should be in green.

Additional dialogue between the teacher and student should be in red.

Time must be given to students for the dedicated response to feedback.

Marking for literacy is imperative.

SP	Spelling error*
//	Suggested new paragraph in extended writing
P	Punctuation
G	Grammar**
VF	Verbal feedback given. This always needs student response.
M	Reward given (Merit).

* Identify 3 – 5 spellings per piece of work. Focus on subject specific terminology and high frequency mistakes. Students should copy out the correct spelling 3 times.

**Grammar should refer to mistakes that make comprehension difficult, as well as fundamental errors such as capitalisation. The student should re-draft where appropriate.

Each student’s book must include:

- A ‘Pride in your book’ sheet on the inside front cover.
- Clear level or grade target showing what the student should be working towards.
- Advice on precisely what the student needs to do to improve further.
- A record of progress recording levels and grades.