

STUDENTS: TGS Feedback and Marking Policy

The key purpose of feedback and marking is to promote your learning and reduce the 'gap' between what you know or can do and what you need to know or do to make further progress. From January 2015 your teachers will be marking your work a little bit differently to how they might have marked it in the past.

YOU AS THE LEARNER



You are very much responsible for responding to the marking and feedback your teachers have spent time giving you (whether this is written in your books or given verbally in the lesson). As such, we will often be asking you to do the following:

- comment on your own work before handing it in or discussing it with your teachers;
- act upon and respond to the comments and actions given by your teacher or peers to improve your work in class or as homework;
- become more independent and be willing to FAIL (first attempt in learning);
- use green pen when you self and peer-assess and improve (or polish) your work.



YOUR TEACHERS WILL:

- be clear about the success criteria that will be used to mark and assess extended (deep marked) tasks before you start them;
- provide opportunities for you to self and peer-assess (individually, in pairs or in groups) using student-friendly success criteria and/or WWW and EBI;
- use red pens for their comments and feedback – this is because it's easy to see;
- use ✓✓ to show they are very impressed by your point, answer and/or response;
- use (V) (or a verbal feedback stamp or sticker) to remind you that verbal feedback (individually, as a group or as a class) has been given. Next to this you or your teacher should draw a box so you can record the **comments** and **actions** they gave you;
- adopt the CAR model when they give you feedback on extended (deep marked) tasks.

COMMENT

Your teacher's comment on your work e.g. what you have done well and the progress you have made. Usually you will have a grade/level.

ACTION

Your teacher informing you of the next steps you need to take e.g. suggestions about ways to improve your work, what you need to do next, areas for development, questions that challenge you to extend your thinking.

RESPONSE

You responding to the teacher's **ACTION** e.g. answering questions, taking the next step in your learning.



Celebrate and acknowledge



Point me in the right direction



It's my learning and I'm responsible for acting on advice