



# FEEDBACK AND MARKING POLICY

<b>Committee Responsible:</b>	<b>Collaborative Committee Curriculum and Achievement</b>
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# Bentley Wood High School

## Feedback and Marking Policy

*Feedback is one of the most powerful influences on learning and achievement.” John Hattie*

*“The most effective feedback is when pupils and teachers working in genuine partnership.” Claire Gadsby*

**Aims:** Through the application of assessment for learning principles, in the planning and delivery of learning episodes and the assessment of students’ work our aims are:

- To ensure all groups of students are provided with regular feedback both written and verbal to help them reach or exceed their full academic potential
- To support all students in responding to their teachers and peers feedback, hence make progress;
- To ensure that students take responsibility for assessing their own progress and for being proactive about taking next steps to improve
- To establish a consistent approach to the way we feedback on students’ work, so that students feel valued and have a clear understanding of how well they are doing
- To establish constructive dialogue between teacher and student

### Responsibilities of Head of Department:

- Ensure department follow suggested **minimum** feedback guidelines:

Key Stage	Number of lessons per fortnight	Frequency a student should receive written feedback from their class teacher
KS3	2	Once every 3 weeks
	4	Once every 2 weeks
	6	Once a week
KS4	Philosophy	Once every 3 weeks
	Option subjects- 6 lessons	Once every 2 weeks
	English and Maths- 8 lessons	Once every 2 weeks
	Science- 12 periods	Once every 2 weeks

KS5	All subjects 12 lessons AS/A Level  24 periods vocational	Once a week, usually in rotation between 2 teachers Twice a week, once from each school base
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- To monitor and feedback to the team the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle. (MER)
- To develop a departmental policy which compliments the school feedback policy and supports their team in meeting the needs of the school policy. Ensuring the curriculum plans allow for two pieces of quality in depth marking per half term (the length of the pieces may vary).
- To support their department in scheduling collaborative marking opportunities to engrain consistency through discussion and comparison, sharing and celebrating good practice.

#### **Responsibilities of class teachers:**

- To regularly collect in and mark a full class set of books, giving students good quality written feedback in their books. This should be written in red pen.
- To make formative and summative assessments for each unit of work according to the curriculum plans. This will be a mixture of classwork and homework tasks
- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress
- To implement Literacy marking guidelines
- To ensure students action feedback
- To make a formal record of students' progress in the departments shared record sheets and record in SIMS and action appropriately

#### **Responsibilities of the student:**

- To act on all feedback to improve their learning
- To request additional feedback when required
- To be aware of their target grades and their current tracking grade
- To give sensible peer/self-assessment as requested by the teacher

## What should Marking and Feedback look like?

All teachers should regularly collect in and mark a full class set of books and mark in **red** pen, peer or self-assessment should be marked in **green** pen. This will clearly show teacher assessments and peer/self-assessment in books.

Students will write with **purple** coloured pens to indicate where they have acted upon their teachers' feedback. When books are returned to student's teachers should give students time to respond to the feedback. This will help to create dialogue between teachers and students so progress can be monitored.

Within each student's book should be a balance of **red**, **purple** and **green** pen marking.

Departments can adopt feedback stickers to suit their schemes of work. E.g. Homework, (orange) self-assessment (green) teacher feedback (blue) and peer assessment (yellow).

### Written feedback may take one of the following forms:

1. Deep marking using WWW – positive aspects of the work and EBI/NOW – action needed to improve comments. (This should be used at least twice a half term) and action where students write a response (in purple) to acknowledge they have read every comment; (This could be on formative as well as summative assessments)
2. Acknowledgement of marking effort scores and homework scores are noted 5\* - 1\* (see appendix);
3. Light touch marking to show that the work has been seen and to identify obvious errors: e.g. spelling errors;
4. Non-written marking, just an abbreviation to show that assessment took place or feedback was given during the lesson:
5. VF: verbal feedback      PA: peer assessment      SA: self- assessment;
6. There should be a clear distinction between classwork (c/w) and homework (h/w);
7. All feedback should be completely accessible for the student;
8. Target Grades should be visible in the front of exercise books or folders;
9. The distinction between a projected grade and a grade awarded for a short test or examination should be clear.

### Literacy codes

Teachers will mark work with the following symbols so that students can identify and correct the Literacy errors they have made (see Literacy policy for further details).

S = Spelling mistake

P = Punctuation

C = Capital Letter

? = Meaning unclear/ what do you mean?

// = New paragraph needed

### What effective constructive feedback looks like at BWHS:

#### Questioning

- Hands down, teacher selects student to answer;
- Wait time – all students have an opportunity to think before answering;
- Students encouraged to consult in pairs/groups before answering;

- Open ended questioning;
- Use of wrong answers to develop understanding;
- Students formulating questions to interrogate the topic;
- Deep questioning opportunities – “Why” “How would” “What if”.

### **Effective feedback both written and oral**

- Students clearly understand the success criteria;
- Dedicated Improvement and Reflection Time Feedback is incorporated into lessons;
- Evaluative comments which indicate how to improve;
- Make time for live feedback;
- Feed forward tasks are planned for. e.g. annotate your work against success criteria;
- Oral feedback is acknowledged and acted upon;
- Wall displays are linked to feedback;
- Targets are visible and clearly understood by students;
- Teachers insist on students responding to their feedback;
- Opportunities made for students to follow up teachers’ comments i.e. make one focused improvement;
- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom;
- Constructive comments only, without grades’.

### **Peer and Self- Assessment**

- Opportunities for students to reflect;
- Students requested to read through/mark their own work;
- Mark schemes/ assessment criteria made explicit to students, who use these to evaluate their own work;
- Use of model responses as part of peer assessment;
- Use of response partners;
- Groups marking work;
- Whole class review of work e.g. in plenary..

### **Regulating Learning – circulating to assess and support while students are engaged in a task**

- Teachers using time well to engage with a number of students in turn, whilst remaining aware of the needs of the rest of the class;
- Teachers employing a range of AFL strategies as appropriate to the students’ needs e.g. questioning, feedback, redirecting learning, facilitating self-assessment, exemplification, scaffolding etc.; which can lead to improved progress;
- Judicious consideration of when to intervene in group work or the need for additional group or whole class teacher input;
- Recognition of the specific needs of individual students and supporting these.



### **Opportunities for structured independent learning**

- Structured activities which allow students to investigate the topic and to make conclusions about the subject matter, thus developing independent learning skills;
- Activities which can be individual, paired or in larger groups;
- Activities which have time structures and focus leading to distinct learning outcomes.

### **Plenaries used to assess learning and progress within the lesson**

- Mini-plenaries may occur to assess progress at varied points within the sections of the lesson;
- A final plenary at the end of the lesson to be used to assess progress against the lesson objectives;
- Plenaries should be inclusive, involving the whole class e.g. interactive quizzes, evaluation tasks, mini whiteboards but should check individual learning;
- Plenaries to be used for forward planning, for the whole class and individual students.

## Appendix

### Formative Feedback

#### A grade is not required.

Formative marked work should be in students' exercise books in order that it forms a part of their continuous learning record. Where appropriate no grade should be given. Homework and effort scores should be recorded and used to inform assessment score over the course of an assessment period.

### Summative Feedback

#### A grade or level is given.

Summative assessments for mini tests or low stake tests should be written in exercise books or folders. An ongoing record should be kept at the front so information can be accessed readily by both teacher and student.

Working through the assessment calendar which is agreed at the beginning of the year, each teacher keeps a tracking record of assessment grades or levels for each student. These grades or levels are shared with the student and are used in comparison to a target to assess a student's progress and need for additional intervention. All data is entered into SIMS and a tracking sheet evolves over the course of time. This helps manage a smooth transition for the student from one teacher to another, from year to year, and through Key Stages.

Each student has the following summative information recorded:

**Target Grade** – the target is set from student's prior data (where available) to be achieved by the end of the key stage as follows:

KS3 – based upon GLS Maths and English tests and KS2 scores;

KS4 – FFT estimates, KS2 scores and Internal KS3 assessments;

KS5 – ALPS target

**Projected Grade** - an indicator of achievement will be given a **projected grade** at each assessment. This is influenced by current performance in lessons, tests, homework and coursework tasks or a combination of a number of these. Based on the student's current performance, this grade predicts what grade they are likely to achieve at the end of the key stage. This grade is the primary means by which the student's progress is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as predictive grades for 6<sup>th</sup> Form, Colleges and Universities.

**Examination mark** - this is only entered for an assessment collection after an examination period. This is a current performance indicator. It also allows the teacher to assess how well a student copes with the pressures of being tested on a large quantity of work. In the early stage of reformed GCSE numerical grades this is given as a percentage. KS5 this is given as a grade or level.

## EFFORT SCORES

<b>Exemplary 5*</b>	<ul style="list-style-type: none"> <li>• Your classwork shows consistent high standards sometimes it is “above and beyond” reflecting excellence in learning.</li> <li>• You always demonstrate perseverance when work becomes a struggle and you actively choose more demanding tasks, to help you achieve your goals and targets</li> <li>• You continuously seek and act upon all types of feedback, and you respond to setbacks positively demonstrating resilience</li> <li>• You carefully organise your time and meticulously self-check your work.</li> <li>• You actively participate in all tasks during lessons and ask inquisitive questions.</li> <li>• You consistently show self-motivation and determination when aiming beyond your best.</li> </ul>
<b>Consistent 4*</b>	<ul style="list-style-type: none"> <li>• Your classwork is always complete and usually indicates good learning, as well as pride and care in your work.</li> <li>• You usually persevere with demanding work and remain ‘on-task’ at all times, to help you achieve your goals.</li> <li>• You always respond carefully and positively to feedback.</li> <li>• You demonstrate good organisation and usually self-check your work.</li> <li>• You contribute to and participate well in tasks during lessons.</li> <li>• You always respond well to learning opportunities and aim to do your best.</li> </ul>
<b>Needs to improve 3*</b>	<ul style="list-style-type: none"> <li>• Your classwork is usually complete but sometimes indicates passive learning and a lack of pride and care in your work.</li> <li>• You sometimes drift off-task when work becomes a struggle, making it difficult to achieve your goals.</li> <li>• You respond inconsistently to feedback and sometimes give up in the face of setbacks.</li> <li>• You sometimes contribute to and participate with tasks in lessons and group discussions.</li> </ul>
<b>Cause for concern 2*</b>	<ul style="list-style-type: none"> <li>• Your classwork rarely demonstrates sufficient learning, often incomplete and show a lack of pride and care in your work.</li> <li>• You regularly give up when work becomes a struggle and opt for easier tasks whenever possible, which makes it difficult to achieve your goals.</li> <li>• You respond inadequately to feedback.</li> <li>• You actively choose not to manage time, work and organisation effectively.</li> </ul>
<b>Intervention Required 1*</b>	<ul style="list-style-type: none"> <li>• You are consistently off target and below expectations</li> <li>• You require careful monitoring and support and need to be on report.</li> </ul>

## Homework Scores

### Homework (5\* - 1\*)

- 5\* Outstanding - really goes the extra mile - above and beyond our expectations  
Exceptionally high quality, when compared to your target level, with an approach that goes beyond the expectations of the teacher. Homework always handed in on time.
- 4\* Consistently meeting expectations  
Very good quality, when compared to your target level with an approach that shows independence and perseverance. Homework always handed in on time.
- 3\* Needs to Improve- commitment to homework is inconsistent  
Satisfactory quality, when compared to your ability, usually completed in full and on time you are inconsistent in your approach.
- 2\* Cause for Concern - Poor homework.  
Shows little commitment to completing and handing homework in on time. Homework produced is to a poor quality, when compared to the students target level.
- 1\* Unsatisfactory – Homework rarely done  
Homework produced is consistently off your target and below expectations or not done at all.

### **Important Documents to refer to:**

- Assessment Handbook
- Assessment Policy
- Homework Policy
- Staff handbook
- MER schedule