



Feedback and Marking Policy

Part of the Quality of Education Suite of Policy

Committee Responsible:	Curriculum and Achievement
Reviewed by:	W Patel
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Feedback and Marking

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) (See Appendix 1)
- 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 Arbor 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 systems to suit their schemes of work, for examples using coloured sheets.

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;

All feedback should be completely accessible for the student;

Students should know their Target grades, 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

Departments may extend this list of codes

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.

APPENDIX 1 MER OVERVIEW

MER OVERVIEW

The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental /Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.

It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks. Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.

The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.

Pastoral

The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.

MER

Curriculum

Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:

- Knowledge of students and use of data to inform planning
- Curriculum delivery and subject knowledge
- Memory recall, challenge and thinking hard
- Learning environment and engagement
- Assessment and dedicated improvement and review activities
- 3-part homework (Consolidation, application and preparation)

Cross-curricular approach on second cycle of each Half Term plan

Summer term 1			
Important dates			
Academic Who are the top achievers from Assessment 1 (recognition)? Who are the top students identified for immediate intervention/catch up – Action points for each student	Autumn 2 Deadline for MER return 14th December 2022	Y11: 'Key to success in exams' evening 3/11/22 Year 8 Parents evening 17/11/22 Year 13 Mock 1 exams start 21/11/22 Year 10 Parents evening 1/12/22 Y11 Mock 1 exams start 1/12/22	
Attendance Attendance tracker – place link here Top students with lowest attendance – what strategies are in place	Key Activities	Assessment 1b Year 8 & 12 – 10/11/22 Assessment 1c Year 7 & 9 24/11/22 Assessment 2a Year 13 15/12/22 Department Meetings twilight 7/11/22 & 21/11/2022 Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment drop and agree intervention. Year 13 Mocks, Year 11 Mocks (Year 12 mocks start 3/1/23)- Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.	
Punctuality Punctuality trackers – place link here Top students with lowest punctuality – What action points will be in place?	Other Subject specific activities	HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:	
Achievement Which students are getting the most achievement points and CARE points – how is this being recognised? Which students are accumulating too many green slips – what strategies are in place?		<ul style="list-style-type: none"> • Learning walks and/or lesson observations to include book looks • Student focus group/Teams or other Survey • Department book scrutiny • Cross-curricular 	
Targeted students Any key concerns of students and what strategies are in place?		Use learning walk and focus group proforma shared by GTTK SIG to focus on:	
PSHE/active tutoring Feedback on learning walks Books scrutiny Student focus groups		<ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) 	
Enrichment Personal development, enrichment and involvement in clubs- How is this being promoted/monitored/used to develop the character and wellbeing of students?	SLG+ Activities	SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2 Y10 - 1/11/2022 Y8 - 29/11/2022	
Pastoral meeting notes link SLG/HOY meeting minutes link	Personal Development	Promotion of House Points and Community Service Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?	