Marking and Feedback Policy

Introduction

At Furze Platt Senior School we aim for high quality teaching and learning, and at the heart of this is effective marking and feedback, underpinned by our belief that all students can succeed. Providing feedback to students is an essential component of good teaching and learning practice. Effective feedback provides valuable learning opportunities for students and enables them to understand the next learning steps necessary to make progress. Giving close attention to students' work provides teachers with a range of information which enables them to plan and personalise learning. The principles underpinning this approach are:

- Students receive regular feedback. This can take the form of written or verbal feedback from teachers as well as peer and self-reflection.
- To help students engage with their feedback, they are set specific activities which encourage reflection and improvement after feedback has been given.
- The importance of feedback and the benefits of acting upon it are regularly reinforced with students.
- By analysing students' books teachers are informed as to the effectiveness of teaching and learning. Teachers are able to examine whether the intent and implementation of the curriculum is having an impact.

Marking, Feedback and Assessment

Marking and Feedback policy should be read in conjunction with our Assessment Policy. Effective assessment combines with quality marking and feedback to:

- enable teachers, students and parents to build an effective picture of how the student is performing;
- allow teachers to respond accurately to the learning needs of each student and, with the contribution of support staff, give ongoing support to enable all students to make progress;
- support and inform the target setting process;
- enable students the opportunity to demonstrate what they know, understand and can do in their learning;
- allow students to have an active role in identifying their own learning needs and know how to improve their work;
- help parents to support their child's learning Support and inform school leaders to evaluate and continually improve on the quality of provision for all students.

Marking and Feedback

In order that all curriculum areas can be effective and efficient in prompting learning they should all have a marking policy that is based on the following principles:

- Teachers will ensure that verbal feedback and peer feedback are regular features of students' learning experiences.
- There will be focused pieces of work that are marked in detail.
- Curriculum areas will state in their subject policy what should be marked and how frequently.
- All key stages should be in line with the whole school policy which states that at KS4 and KS5 there will be a minimum of two assessed piece of work each half term and at KS3 at least once a month, recommended twice a half term but a maximum of three times a half term.
- In some subjects (e.g., Physical Education or Drama) written feedback may not be appropriate. In such circumstances verbal teacher, self and peer evaluation will support student progress.

- Teachers only mark student work that will benefit from formative feedback or which provides useful summative information.
- Teachers monitor students' books generally to ensure classwork has been completed in a satisfactory manner and that presentation is in compliance with department policy.
- Department policy takes account of external and internal examinations, as well as key formative and summative pieces, to manage colleagues' workloads.
- Marking and feedback enables departmental teams to assess the effectiveness of teaching and the curriculum.

The Principles of Marking and Feedback at Furze Platt Senior School

Impactful

- Feedback should make a difference to how teachers teach and how students make progress.
- Future lessons will demonstrate that the teacher is aware of the gaps in a learners' knowledge and that the teacher has planned learning experiences to support students in closing them.
- Students have the opportunity to act upon the feedback given.
- Progress will be evident in future work.

Connected

- All feedback will be linked to learning.
- Feedback will be linked to success criteria, lesson objectives and lesson outcomes.
- Feedback will be used to inform the planning of future lessons and the curriculum.

Helpful

- Feedback will help students know how to improve their work and make progress by developing skills and knowledge.
- Feedback will be in a language and form that is accessible to all students.
- Will be consistent and in line with the 'what went well,' 'even better if' and 'next steps' whole school policy.

Types of feedback at Furze Platt Senior School

Marking and feedback by teachers can be broadly divided into responses to either summative or formative assessment.

Feedback on formative assessments

- When providing this type of feedback teachers will identify positive factors and areas for improvement. This feedback is provided under the headings 'What went well' and 'Even better if'.
- Additionally, teachers identify a specific reflection and improvement activity which will be detailed in the form of an instruction to the student under the heading 'Next Steps'.
- Teachers avoid general bland praise and platitudes and ensure that comments are specific and help students progress in their learning.

Feedback on summative assessments

- This type of feedback is designed to indicate current attainment levels, the effectiveness of the curriculum and student learning.
- Summative feedback predominantly occurs after periodic assessments.
- 'Next Steps' would normally be aimed at improving the quality of the students' work.
- Some examination board requirements constrain the form and frequency with which feedback can be provided. Teachers adapt their practice to meet such requirements.

Verbal Feedback

Verbal feedback is an effective and efficient means of providing planned or spontaneous feedback. We encourage the use of praise to reinforce good practice as well as comments which encourage students to reflect and improve their work.

Peer marking and feedback

Peer marking and peer feedback are useful learning strategies and teachers carefully select which learning activities are best suited to this approach. Improvement and reflection tasks can also be set as a result of peer feedback activities. Peer marking is identified in books using the agreed format.

Improvement and reflection activities

- Teachers maximise the effectiveness of peer or teacher feedback by setting improvement and reflection activities after work has been given feedback.
- The nature of the activities will vary according to the nature of the work. Common activities include redrafting, rewriting specific sections, tackling additional problems which will help correct misunderstandings, practicing skills which are identified as areas for development, and engaging in literacy development activities.
- Some Improvement and reflection activities are completed in class whilst others are more efficiently tackled as home learning.

Marking, spelling, grammar and punctuation

- Teachers pay special attention to the spelling, punctuation and grammar used by students in their work.
- Teachers identify subject-specific vocabulary and commonly used words as a focus when indicating which words a student has spelt incorrectly. Only five or six words are identified in each piece of work so that the students can pay special attention to them in any 'Next Steps' instructions.
- Teachers use the agreed marking codes when marking spelling, grammar and punctuation.
- Teachers are mindful of the needs of students who have specific learning difficulties which manifest themselves in written work.

Format for providing feedback

In order to identify the various types of feedback recorded on students' work the following conventions are used:
- Teacher written feedback is provided using green ink.
- Peer Assessment is annotated with PA and written using purple ink.
- Students' responses to 'Next Steps' instructions are written using purple ink.
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Marking codes

The following standard marking codes are used to annotate work.

√ This is correct.

√√ This is very good.

X This is not correct.

Sp Underline Spelling error and write correct spelling.

C Capital letters not correctly used.

P Punctuation is incorrect.

// A new paragraph is needed.

^ A word or letters are missed out.

EXP Rewrite this section to improve the expression.

T Tense of the verb needs changing.

? Meaning unclear.

EG? An example, supporting information or quote is needed.

Department Policy

- Each curriculum area will have a policy in place that reflects the principles of the whole school policy.
- The Head of Department or Head of Faculty will be responsible for the monitoring of marking and feedback within their department.
- Individual classroom teachers will be responsible for the consistent application of the department marking and feedback policy.
- Policies will be monitored by members of the Senior Leadership Team and the Governing Body.