



Marking and Feedback Policy

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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.

- Teachers provide regular feedback to students. This can take the form of written or verbal feedback.
- 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.
- Students' books are annotated in a common format enabling teachers, students and parents to see when and how the feedback has been given, how the student has responded to it to and by whom the feedback was given.
- Major periodic assessments are recorded on a summative record sheet. This helps students and parents keep track of progress. These record sheets are fastened in students' books.
- Teachers provide feedback on a range of more general aspects of the student's work including presentation, spelling, punctuation and grammar.

Types of feedback

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

Feedback on formative assessments

1. 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' respectively.
2. 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'.
3. Research demonstrates that when a teacher is feeding back on formative assessments, grades should not be included as these hinder student engagement with the teacher's written comments. Teachers do not award grades or marks to work which has been given formative feedback.
4. Teachers avoid general bland praise and platitudes and ensure that comments are specific.
5. Teachers are careful to write concisely, legibly and accurately. This maximises the impact of the feedback by helping students more readily understand and engage with the feedback.

Feedback on summative assessments

1. This type of feedback is designed to indicate to students and parents current attainment levels and to measure how well students have demonstrated what they have learned.
2. Summative feedback predominantly occurs after periodic assessments.
3. When giving summative feedback, only grades and a 'Next Steps' instruction are provided to students. After summative assessments 'Next Steps' are likely to be more general and related to skills which will have relevance to improving the quality of the students' work now and in the subject in the future.
4. Examination board requirements sometimes 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. In order to maximise its effectiveness students record the key points the teacher makes for future reference and help confirm their understanding. Verbal feedback is identified in books using the agreed format.

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

1. Teachers maximise the effectiveness of their feedback by setting improvement and reflection activities after work has been given feedback.
2. 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.
3. Some Improvement and reflection activities are completed in class whilst others are more efficiently tackled as home learning.

Frequency of feedback

1. Teachers provide written feedback to students, either formative or summative, at least twice per half term.
2. The frequency of any additional feedback is determined by the teacher's professional judgement taking into account the demands of the course, the frequency of the lessons and the age of the students.
3. Teachers ensure that verbal feedback and peer feedback are regular features of students' learning experiences.
4. In Physical Education and Drama written feedback is not provided to younger students due to the nature of the work produced. Written feedback to younger students in Music is provided only when the tasks tackled merit it.
5. Teachers only mark student work that will benefit from formative feedback or which provides useful summative information.
6. Teachers monitor students' books generally to ensure classwork has been completed in a satisfactory manner and that presentation is in compliance with school policy. They do not routinely acknowledge such work.

Marking, spelling, grammar and punctuation

1. Teachers pay special attention to the spelling, punctuation and grammar used by students in their work.
2. 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.
3. Teachers mark spelling mistakes with Sp in the margin, underline the word and write the correct spelling in full either in the margin or above the misspelt word.
4. Teachers use the agreed marking codes when marking spelling, grammar and punctuation.
5. Teachers are mindful of the needs of students who have specific learning difficulties which manifest themselves in written work.
6. Work produced in Modern Foreign Languages often requires a more detailed approach when marking spelling, grammar and punctuation.

Format for providing feedback

In order to identify the various types of feedback recorded on students' work the following conventions are used:-

1. Teacher written feedback is provided using green ink.
2. Peer Assessment is annotated with PA and written using purple ink.

3. Teacher verbal feedback is annotated with VF and recorded by the student using purple ink.
4. Students' responses to 'Next Steps' instructions are written using purple ink.
5. Other classroom staff write on students' work using orange ink.

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.

Monitoring of marking and feedback

1. The quality of marking, feedback and its impact on progress is monitored six times per year by the Senior Leadership Team and three times per year by Heads of Department through work scrutiny.
2. Work is scrutinised routinely during lesson observations and learning walks.
3. This policy will be reviewed bi-annually by the relevant governors' committee.