Feedback and Marking Policy

We have a consistent approach to marking and feedback and therefore have a school marking and feedback policy and a marking code. All pupils are entitled to regular and constructive feedback on their learning, therefore all teaching staff will give feedback and mark work as an essential part of the assessment process.

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

The Purposes of Giving Feedback

- We give feedback to show pupils that we value their work and encourage them to do the same.
- To boost self-esteem and aspirations through the use of praise and encouragement.
- To give specific information to each individual about their achievements with regards to the learning objective and their future learning and expectations.

Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices.
- all have a clear understanding of why and how marking can support teaching and learning.
- are able to use marking and feedback to inform assessment.
- have a common understanding of how to develop constructive feedback from teachers and learners.
- provide frequent feedback of a consistently high quality.

The implementation of the policy is the responsibility of all staff, overseen by the Senior Leadership Team.

Principles

Marking and feedback should:

- recognise, encourage, praise and reward the learner's effort and achievement, and celebrate success.
- be directly linked to the learning objective and success criteria.
- help learners to improve.
- be meaningful to the individual learner.
- increase the learner's motivation.
- give clear indicators of the next steps in their learning. (Correct misconceptions, build on responses to strive for a clearer understanding and extend learning and steer learners towards new learning.)
- be part of an ongoing dialogue with staff and the learner.

Updated: September 2022
Review Date: September 2024

- encourage the learner to reflect on and take ownership of their learning.
- inform assessment and future planning.
- support the teacher and TAs to identify next steps for learning.

Types of Feedback

Oral Feedback:
- Oral feedback should be given during and towards the end of the lesson. This allows the pupils to think about their learning and make improvements to their work.
- It needs to be relevant to the children's individual progress and relate to the learning objective.

Written Feedback:
- Written feedback is not the same as marking!
- Written feedback is the same as oral feedback but written down. Therefore written feedback should encourage and praise the children for their work. It should link to the learning objective and explain next steps of learning/progress.
- Marking indicates if the work is correct and how it was completed.
- When providing written feedback an individual must…
  - identify specific successes, the respective work will be identified with a tick. The corresponding comment will highlight specific aspects of success. Comments should be separated by starting a new line and be bullet pointed with a tick ✓.
  - identify an area for specific improvement, the respective work will be identified by underlining or circling. The corresponding comment will identify where mistakes or misconceptions lie and demonstrate how work can be improved. Comments should be separated by stating a new line and be bullet pointed with a ➔.
  - identify an area for specific extension, the respective work will be identified by underlining or circling. The corresponding comment will identify where further understanding can be explored, to deepen learning and further extend higher order thinking. Comments should be separated by stating a new line and be bullet pointed with a ➔.

Self and peer-assessment:
- Where appropriate, pupils are encouraged to assess their work and/or others against the learning question and success criteria. A teacher may utilise different tools and/or techniques, of their choosing, when carrying out self-assessment with pupils.

Other Principles
- No work should be marked with a cross.
- The learning question and date should be written on every piece of work either by the pupil or member of teaching or support staff.
- Marking and feedback should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning. Pupils will be given time to: make improvements; complete corrections; complete extension activities.

- For formal learners working towards qualification, pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination level e.g. Entry Level 1 or Higher Level 2.
- If using generated resources all prepared learning objectives and success features should be removed or edited to coincide with school policy. Additionally, attention should be paid to any other page markings which highlight the year or key stage the piece of work is directed at. These should be removed or blacked out before using with pupils and sticking into workbooks.
- The marking code should be accessible to all learners in the learning environment.

Marking and Feedback Code

All marking is to be carried out in a **green pen**.
All self or peer-assessment is to be carried out in a **purple pen**.
Each piece of work should be marked using the following code.

I	Independent work (I did it myself)
VP	Verbal prompt (I needed a reminder)
MR	Modelling required
S	Supported work (Somebody helped me)
HOH	Hand over Hand
HUH	Hand under Hand
✔	What you have done well. (Identified success)
➡	Your next steps (Identified revisions or extensions)
(DH)	Teacher initials or signs work to acknowledge their marking.
(RP)	Pupil initials or signs work to acknowledge their peer assessment.
◯	Punctuation mistake
//	Start a new paragraph.
sp	Spelling mistake (underline word.)