



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 learners 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)

Aim

At Tulip Academy Spalding, it is our aim to maximise learning for each learner. To achieve this aim, learners require concise, clear and developmental feedback to celebrate learning and challenge them further. Learners will receive regular feedback to quickly address misconceptions or errors, this will often be through verbal feedback within the lesson in the form of 'live marking' to ensure that this has maximum impact. Feedback and marking within each lesson will be used to inform learner's next steps and will be used to amend future lessons to ensure they are meeting the learner's needs.

Our marking and feedback policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject or self-regulation specific.

Intent

The intentions of the marking and feedback policy are to enable our staff:

- To recognise, encourage, praise and reward learner's effort and achievements.
- To celebrate success.
- To assess what learners can/ can't do within a lesson and make necessary adaptations within the lesson and in preparation for the next day/session.
- To promote self-checking, editing and where appropriate peer marking so that learners know how accurate their learning is and can respond during the session.

The intentions of the marking and feedback policy are to enable our learners:

- To value mistakes as part of the learning process.
- To encourage the learner to reflect on and take ownership of their learning.

Implementation

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individuals, groups or classes of learners. It is the process of seeking and interpreting evidence for use by learners and their class staff to decide where learners are in their learning, where they need to go and how best to get there. It:

- is part of effective planning.

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- focuses on how learners learn.
- is central to classroom practice.
- is a key professional skill.
- is sensitive and constructive.
- fosters motivation.
- promotes understanding of goals and criteria.
- helps learners **know how** to improve.
- develops the capacity for self-assessment.
- recognises **all** educational achievement.

Our Agreed methodology

- Each lessons learning task will be opened with a learning objective. This will be accessible for pupils and therefore written in learner friendly language. This will be recorded in each pupil's workbook at the start of the lessons learning activities.
- All work is marked, by and adult, in **green**. Marking and feedback should be made against the learning objective and success criteria (substantive and disciplinary knowledge) available in the medium-term planning.
- 'Live' marking is to be used in all lessons providing active, rapid feedback and assessment for learning, moving learning forwards instantly.
- The feedback considers the learning objective and success criteria (substantive and disciplinary knowledge) of the lesson and/or area of the curriculum. There is always a planned focus to the marking to provide challenge, next steps and/or to address misconceptions. However, attention may be made to maths and English across the broad curriculum, such as a pupil's individual target.
- Within writing, the marking will be sensitive to the age and ability of the learner in relation to targeted spelling errors. This also relates to letter and number formation.
- Marking is focused on the EEF's recommendation of task, subject or self- regulation specific. Any written marking will be seen and responded to by the learners.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

The EEF's recommended marking suggestions.





- Only the agreed marking symbols will be used by all, including learners when peer and self marking. (refer to Appendix A).
- Marking and feedback will be written in handwriting that is legible and a model for the learners.
- All work is marked and/or edited, by a pupil, in **purple**. Self and peer assessment, where appropriate, is encouraged and should form part of the formative assessment processes of a lesson's plenary.

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.

- VP** Verbal prompt (I needed a reminder)
- MR** Modelling required
- S** Supported work (Somebody helped me) this is annotated *eg. Correct use of punctuation.*
- 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)** Learner initials or signs work to acknowledge their peer assessment.
-  Punctuation mistake
- //** Start a new paragraph.
- sp** Spelling mistake (underline word.)
-  There is a mistake