Feedback and Marking Policy

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Teachers have a responsibility to:

'Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback' (*Teachers' Standards)*

Progress Partners will play a significant part in the role of feedback and marking of work.

Feedback:

- Helps our Students to learn by providing clear next steps
- Informs the teacher's planning
- Facilitates progress over time and in lessons
- Provides strategies to help improve literacy and numeracy
- Engages students in the assessment of their own understanding
- Acknowledges, gives recognition and demonstrates respect for the work produced
- Tells a story. What stories do our students' books tell?
- Feedback and marking should include Green Pen teacher/PP, Red pen student

Teachers have the responsibility for establishing high expectations. The quality of work presented in books and folders is a direct reflection of teachers' expectations. All students should be challenged and try their very best at all times.

Monitoring and Evaluating Teaching and Learning

- **Leads for Teaching and Learning** will monitor the quality of work and marking in student books. This will feed into and inform CPD
- Focused learning walks will be completed frequently by the Leads for TLA, and other SLT
- Quality of work and marking will inform lesson judgements as well as Performance Management

T y p e s   o f   F e e d b a c k

Feedback Type	Identification	Detail
SPaGknowledgement	Literacy Codes (see table) Ticks	• Marking for Spelling, Punctuation and Grammar (SPaG) • Student checking work for accuracy and completion of success criteria • Teachers know their groups, have a responsibility for improving SPaG and should use their professional judgement in the amount of SPaG corrected
Presentation	Brief comment	• Identification as classwork (underlined) top left • Title (underlined) central • Date (underlined) top right • Work written in black or blue ink only • Books and folders show effort and pride in work • No graffiti • A variety of activities/tasks are evident in books or folders. • Books, folders and efolders are organised and show a record of students' progress • Students are expected to present their best work at all times, regardless of ability. • Work to be crossed out neatly (example) • Where possible, diagrams, charts, graphs & tables drawn neatly, labelled and pen/pencil used appropriately and drawn accurately and neatly
Quality first teacher feedback	WWW (what went well) EBI (even better if)	• Marking includes questions which prompt students to think and respond (End of Week Thought – Green Stickers) • Subject equivalent mocks, PPE, exam style questions show high level feedback to ensure challenge. • It is written in language that the students can access and understand. • The Dedicated Improvement Time (DIT) influences the next piece of marking. • It shows dialogue between teacher and student based on content, SPAG and exam skills. • Students respond to and act upon feedback; impact is evident in subsequent pieces of work. E.g. practice spelling 3 times and checked later in the lesson

Feedback Type	Identification	Detail
		- It signposts DIT work which has demonstrated impact. - It has impact on literacy, numeracy and subject content. - It is positive and encouraging and pushes students to the next level. - Feedback linked to grades and/or success criteria. - There is evidence that students have read feedback and further developed their work as a result. - There is evidence that students' responses to feedback have been followed up again by the teacher. - Ebi comments become www in subsequent pieces of work - Takes place every week (best practice) - At least one piece of work per feedback cycle must be set to allow students to show understanding, extend their knowledge, develop thinking and support literacy through extended writing - Grades/levels/marks given where appropriate
Intervention **(Teach Boost Teach)**		- Teachers engage and extend learning, especially gaps through set activities that allow students to gauge progress using variety of AFL - Working the room – the teacher circulates giving feedback to move student learning forward - Students write a response to teacher comments/ statement, demonstrating they understand what they need to do - Students are given time to read and act on comments for example, redrafting, completing, amending…

Feedback Type	Identification	Detail
Quality student feedback (self/peer)		• Success criteria (SC) must be provided (Part of Termly Targets) • SC in 'student's language' to help break down 'I can Statements' for ease of understanding • Annotated exemplar work so that students can see what a graded/levelled piece of work 'looks like' • Sufficient time to complete the task • DIT activities should be embedded within the SOL • Develop skills that enable students to self and peer assess – Learning to Learn lessons planned into SOL
Mark books		• All teachers are expected to keep an up to date electronic tracker for assessment and progress monitoring purposes • Available on request and for all lesson observations as part of teacher file of evidence/planning (Paper Doc) • Provides evidence to enable accurate assessment

The following **literacy codes** will be used when marking all work.

Mark (in margin)	Means…
Sp and underline	Incorrect spelling
P and underline	Punctuation error
G and underline	Grammatical error
C and underlined	Missing or misplaced capital letter
☆	This means: your work is outstanding in some or all areas. Your work could be used as model work and it shows a great amount of effort.
!	This means: something doesn't quite make sense. This part of your work needs re-writing during your DIT time.
?	This means: something needs to be developed or explained in more detail.

Feedback – example sentence starters

Feedback (www)
I liked the way you …
You have used this very effectively by …
It was excellent to see you using/mentioning … Your use
of … was very effective
What made this a success was …

Feed forward (ebi)
How can you implement this...
What would happen if…
Why do you need to apply this…
When should you …

DIT (Dedicated Improvement Time) and End of Week Thought!
Students should be given time to respond to the EBI. The Weekly thought is to consolidate
learning and extend challenge.

Judging work and marking (Best Fit)

Judgements made from book looks will impact on judgements made for teaching and achievement.

	Good or better (good+)	Requires Improvement	Inadequate
Presentation	Typically shows title, date & underlined Work is written in blue/black ink Diagrams/charts/graphs/tables typically drawn accurately/labelled/neat; pen/pencil used appropriately Books/folders are typically organised and demonstrates progress Completely graffiti free Books/folders show effort and pride in work	Presentation is not judged good+	Presentation of work is poor
SPaG	Marking for literacy is clearly evident Policy on SPaGknowledgement marking is fully implemented All work is accurately recorded and completed Evidence of SPaG improving	SPaG feedback is not judged good +	Limited corrections for SPaG
Teacher's marking	Clear success criteria Work is typically marked every week & at the latest every 2 weeks – this will include full teacher feedback Evaluation of marked work clearly informs lesson planning Students typically respond to teacher comments Teacher typically plan for DIT Students act on comments Grades/ marks given	Teacher marking and feedback are not judged good+	Teacher marking has limited impact on progress
Progress (see table below)	www and ebi facilitate student progress Marking dialogue demonstrating understanding Ability to answer questions confidently & accurately Content increasingly challenging Accurate use of complex subject specific vocabulary Opportunity for extended writing Well-developed literacy	Work does not demonstrate sufficient progress and is not yet good+	Work does not demonstrate progress
Student's marking	Success criteria is provided Success criteria is clearly understood by students Students provide quality feedback (www and ebi) Exemplar work is available Skills for effective self and peer assessment are developed and clearly embedded	Student marking and feedback have not been developed to a good+ standard	No evidence of the development of student marking

What does progress look like in students' books?

Writing more detailed responses compared to previous work	**Using correct and complex subject specific vocabulary**	**Evidence of application of skills, facts or knowledge**	**Ability to answer exam questions with increasing confidence and accuracy**
A consistent and solid response to teachers' feedback through DIT. Green and red pens applied	A **reduction in mistakes**	Examples of how **feedback** is **consistently applied** in all learning	**Improved SPaG and presentation**
Limited repetition and increased challenge evident in task set	Evidence of early thought **processes** that lead to **better understanding**	The **content** changes and is increasingly **challenging**	**An understanding of exam command words, that is evident in responses**
Evidence of understanding misconceptions and DIT work	**Assessment grades are consistent and at/above target**	**Clear opportunities to respond to and extend comments/answers**	**Peer marking is accurate and informative, showing understanding against success criteria**