



Marking and Feedback Policy

Version 23/24-1.0

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<p>Implementation Date:</p>	Summer 2023
<p>Review Date:</p>	Summer 2024
<p>Related Documents:</p>	

Educational research is unequivocal about the importance of high quality feedback. It allows pupils to understand what is going well and what they need to do to improve their knowledge and understanding.

Schools within The Education Alliance use a wide variety of techniques to provide effective and timely feedback based on available research and through an ongoing programme of continued professional development. Written feedback is an important element of this and allows pupils to respond and develop their work at appropriate times throughout the year, as well as allowing teachers to see how pupils are responding to the curriculum and its sequence.

We have refined our approach to marking and feedback based on the following three key principles:

- Improving pupils' performance
- Based on evidence of what works
- Manageable and reasonable

The following features have been agreed by subject specialists across the organisation:

- We may mark less in terms of number of pieces of work but with greater impact
- There will be no acknowledgement marking
- Written feedback will nearly always be followed with pupil response time that encourages deeper responses
- Key pieces of work will be identified for detailed feedback within the curriculum
- Each subject will agree their approach developed by subject experts
- The frequency of written feedback will depend on many factors, such as the subject and unit of work being studied, the year group receiving feedback and if formal assessments such as mocks and unit tests are taking place. On average, pupils should receive written feedback no less than approximately every 10 lessons

Feedback takes many forms, some of which are outlined below:

- Formal written feedback outlining what has been done well, how to improve or provoking questions to generate deeper thinking
- Marked assessments, tests and past papers
- Feedback lessons where key topics to are re-taught to rectify misconceptions
- Self and peer assessment
- Verbal feedback to work completed in lessons and whole class feedback
- Individual discussions between pupil and teacher

Within written feedback, we aim to:

- Give an evaluation of pupil progress

- Give opportunities and time for pupils to reflect upon and respond to their feedback
- Make use of mark schemes to inform pupils of their strengths and areas for development in the lead up to mocks, assessments and GCSE examinations
- Give personal feedback to ensure pupils are clear on the progress being made and developments still needed

Written feedback is an integral element of teaching that is as important as the teaching that takes place in the classroom.

As an extension of the differentiated and challenging learning experiences in lessons, written feedback is highly personalised for pupils. The marking of pupils' work will inform them of where they have achieved well and are succeeding in making progress as well as guiding them to where certain skills must be improved, practised or to identify misconceptions, which must be addressed with pupils to prevent it from happening again. This in turn is crucial in informing future planning for staff to address misconceptions and to continue to improve pupils' strengths, plus help them see how pupils are responding to the curriculum. Written feedback provided by the teacher should be in a form appropriate for the individual pupil and all pupils must be made aware of the criteria being used for both the production and the assessment of their work.

Written feedback allows both pupils and staff to reflect on the learning that has taken place and informs precise differentiation, challenge and planning for future progress.

When marked work is returned to pupils, time is dedicated for pupils to reflect upon comments and targets by improving a certain skill or piece of work or to respond to questions posed by the teacher to allow pupils to demonstrate their understanding. Pupils should also be given regular opportunities to assess their own and their peers' work and have their judgements qualified by the teacher too. Teachers should always record and track pupil progress, to enable accurate reporting and data entry.

Teacher Feedback Symbols:

Staff should mark pupils' work using the following symbols:

WWW (what went well) - This should be a specific, positive and personal comment which identifies an area of work that pupils have succeeded in

EBI (even better if...) - This should be a specific comment on an area of work that pupils need to improve with clear instructions on how it can be improved

Q - This should be a specific question directed at the pupil to enable them to answer and improve their understanding or a piece of work

MAP (MY ACTION POINTS) - Time should be given for pupils to reflect upon staff marking and address the areas stated in the EBI/Q where appropriate

Marking for Literacy Symbols

Sp = spelling error

C = capital letter error

O = full stop

P = punctuation error

^ = missing word/ phrase

Ss = sentence structure error

// = new paragraph needed

T = error in tense

ww = wrong word

? = meaning is unclear

SL = slang used- change to standard English

V =select a more ambitious word to widen your vocabulary

Subject leaders conduct book looks with a specific focus to ensure pupils are receiving quality feedback and are responding to it. Subject leaders feed this back to staff to ensure marking is consistent and promoting pupil progress. Book scrutinies feed into the schedule of departmental QA and allow subject leaders to see how pupils are responding to the curriculum within their work.

Focused training is given to trainees, ECTs and new staff and moderation is completed regularly by departments in order to standardise mock exam and assessment marking. Sharing of best practice is also done within teams to show the expectations for effective pupil feedback.