



MARKING AND WRITTEN FEEDBACK POLICY

Last Review:	February 2022
Committee:	Learning
Date Ratified:	15 February 2022
Next Review:	May 2025

Rationale

Evidence shows that effective feedback is one of the most powerful tools we have to improve the rates of student progress. This policy is designed to draw together Learning Area Marking Procedures to achieve best practices in marking school wide.

The main objective for this policy is to ensure that we are marking for impact, whilst creating manageable practices that are understood by students and are easily observable by outside eyes e.g. parents/other teachers.

Effective assessment enables learners to be informed of their achievements; to know their work is valued and to understand how to improve and how to make further progress. The school's marking policy ensures that consistent practices are applied across the school and that students know what to expect from feedback and marking.

Aims

The aim is for the highest standards in marking and written feedback which ensure that written feedback levels are good or outstanding for every student, in every book. This includes those students who receive the pupil premium, who are persistent absentees and who are in varying ability groups.

Overview

The consistent practices that will be adopted through each Learning Area are that:

1. Teacher feedback will include WWW/EBI points.
2. Each EBI will contain a learning point for improvement. Usually:
 - A correction followed by additional open questions to be completed,
 - A follow up open question relating to the learning.
 - A follow up open enrichment question which encourages students into the next phase of their learning.
3. EBI comments will illicit an extended response, usually the following lesson.
4. The Literacy Marking Policy will be followed and literacy EBIs may be included but these will be alongside learning EBIs.
5. Student books illustrate their approach to their learning, therefore they should be kept neat, focused and ordered. Teacher feedback should insist on students taking pride in their work.

Areas that will be addressed in individual Learning Area Marking Procedures are:

1. Frequency of marking – clear timescales.
2. Format of marking – WWW/EBI.
3. EBI procedures.
4. Response time procedures (DIRT – dedicated improvement and reflection time).
5. Structure of learning - How learning is structured alongside assessment pieces and if it is necessary to indicate notes, examples or planning such that it would not need to be assessed.

Support and Development

The Learning Coordinator and Leaders of Learning will support individual staff in developing their practices in marking. The Teaching and Learning group will work to develop best practices in school and those staff will share their findings with colleagues. Regular staff inset sessions will share best practices in written feedback and assessment and will cater to different levels and therefore applicable to all staff, whichever level their practice is at.

Staff receiving two gradings which indicate that the marking procedures are not being followed; (Including a carry forward from the last work scrutiny for the previous year) will be placed on a development plan. The elements of which will be as follows:

1. Support from the Learning Coordinator diagnosing issues and assistance in improving the quality of marking.
2. Subject specialist support from Curriculum Coordinator (if applicable).
3. Monitoring meetings every two weeks by LOL until the standard of marking and feedback is deemed to be good.
4. Work scrutiny from LOL at any time (at least one per fortnight).
5. A limit of 6 weeks on this process before further procedures may follow.

Monitoring

Each Learning Area will have its own Assessment Procedures document which will cover each of the points above (Appendix A).

Marking will be monitored by:

Leaders of Learning

Regular work scrutiny, as calendared in the Learning Area Self-evaluation schedule, will check the implementation of the Learning Area Marking procedures and will grade each staff member according to the extent to which they are applying the marking procedures within their classes.

SLT Line Managers

Following each Leader of Learning work scrutiny there will be an SLT work scrutiny to quality control the previous judgement. This will also be entered onto the Learning Area Self-evaluation database to provide a continuity of evidence.

Assistant Headteacher (Teaching and Learning)

Will ensure that staff are supported in developing their practices and that self-evaluation procedures which impact learning outcomes are carried out

Headteacher

Will monitor the implementation of this policy.

This policy will be reviewed every three years by the Learning Committee.

Appendices:

A – Learning Area Marking Procedures

Appendix A

Learning Area Marking Procedures

Marking and Feedback Procedures: COMMUNICATION LEARNING AREA

1. **Frequency** - Students will receive two forms of formal written feedback a unit. The first will be in response to a 'practice task' to allow students to act on specific targets prior to an assessment. The second will be feedback on an end of unit piece.
 - a. **Drama** – *The frequency of written feedback will be far less in this subject area due to the lack of any physical work to mark – it is likely to come as a summative comment at the end of a unit and occasionally on Homework Tasks as per the Homework timetable.*Verbal feedback is also at the heart of our subjects, students will be receiving clear feedback from class teachers verbally with far more regularity than written feedback. This will be evident in student ability to write clear Personal targets for themselves throughout their work.
2. **Pieces to be marked** - The key pieces for marking will be outlined in Schemes of Work so that all teachers mark the same pieces against the same criteria. In addition to this they will receive feedback verbally and through peer and self-assessment of tasks.* Nothing else in books will be marked – although errors in literacy should be monitored and picked up on when the teacher does feedback.
 - a. **Exams/ Practical work** – There are times when marking of exercise books will be less regular. This may be due to students completing exam papers or practical assessments for example. It may also be due to the marking of externally assessed pieces where teachers are restricted on what sort of feedback they can give. In these circumstances, student voice will evidence that students feel informed about strengths and weaknesses in their work.
3. **Format of marking** – For each of the Key pieces to be marked a top sheet of criteria will be used – For the 'practice task' the student will receive a highlighted criteria sheet indicating what they are already doing and what they should look to do next. This will form the focus for students in the build up to the final assessment (Including future Peer and Self-Assessment). For the final unit piece, the same top sheet will be used but teachers will highlight what has been achieved and then add a more personalised comment in the form of a CHALLENGE for students to respond to – it will be clear if this is something that can be acted on immediately or if it's a longer term focus for a student's development.
 - a. An indication of current attainment will be included in this feedback – either a +/- for Pathway progression or an indication of Grade/ Mark for other year groups
 - b. Teachers will annotate the key piece with relevant marginalia to pinpoint particular areas of strength/ weakness
4. **Challenge/ EBI structure** – Teacher feedback will be **linked to success criteria** and learning outcomes. (Phrases like 'Try harder' will only be used in conjunction with precise improvement)
Either:
 - A correction followed by additional questions to be completed.
 - A follow up open question relating to the learning.
 - A follow up enrichment question which encourages students into the next phase of their learning.
 - A focus for the student over coming lessons (when the target is based on developing a skill for example) – *Over the next week try hard to improve your use of sensory descriptions/ Continue to work on your use of past tense/ In your next performance try to develop a clear character through your use of voice as well as movement.*
5. **Response time** – When appropriate students are given substantial time to respond and act on targets set – this may not be immediately after marked work is returned as it may require further teaching for a student to demonstrate their improvements. To highlight to a student where they are actively engaging in feedback, students will use green pens to indicate they are meeting/ attempting to meet an EBI- It may be appropriate for students to highlight in green sections of work they feel demonstrate their improvement in an area highlighted in their written feedback.

6. **Closing of loop** – Teachers will make it clear to students whether they have made progress against their EBI. This may be by a simple ‘Challenge met’ comment or through Peer Assessment.
7. **Classwork/ Homework**- Class work and Homework will be clearly distinguishable in exercise books by placing a CW or HW in the margins and underlining.
8. **Peer and Self-Assessment** forms an important aspect of informing students of their current level of work and how to improve, as such Extended Student responses (Actual tasks) may be assessed in this way. In an effort to make students recognise the value of this form of reflection, they will regularly mirror their use of green pen to respond to other’s comments on their work or to set themselves meaningful personal targets for future pieces.
9. **Literacy policy and corrections** - The literacy marking policy will be followed with all teachers using the school wide codes for errors. Basic errors like Full stops, capital letters. Paragraphing and Grammatical Errors must be highlighted. Response time should include response to literacy feedback e.g. spelling corrections, adding paragraphs and capital letters or punctuation (where appropriate). When a spelling error is found, students should record the correct spelling in a section of their exercise books. If possible they should find the correct spelling independently.
10. **Pride and presentation** – All students will use their book chronologically, clearly titling pages and underlining dates and titles. There will be no doodling in books and anything suggesting a poor approach to learning will be challenged with a written comment when marking books and followed up with sanctions.
11. **CLARITY OF MARKING** – The learning area will use a consistent approach to the colours used for marking. **Green** for PEER ASSESSMENT **Red** for Teacher assessment. The same format of marking will be used across all classes and teachers, top sheets may however be adapted to make it easier for specific sets to access them.

Marking and Feedback Procedures: CREATIVE LEARNING AREA.

ART

1. Frequency – Normally, students will receive **written feedback** on their learning from their teacher approximately **twice per term**. However, marking and feedback will occur at an appropriate point within, or on the completion of key stages of assessed work so this frequency may slightly alter. This will include classwork and homework.

2. Format of Marking – Every written teacher feedback will include **WWW and EBI** points, labelled as such. In sketchbooks, marking will appear in pencil. Work can be remarked if students respond to EBI comments. Evidence of written teacher feedback will be clear and easy to find in books.

EBI structure: every EBI will contain a point for improving the students' level of attainment for **either** the current piece of work in their book, **or** for their future work. Students should be able to use the EBI comment in the next phase of their learning.

3. Attainment and Effort

Year 7- Student work should be marked according to the pathway each student is placed upon. They will be given either **Working Towards, On Track, or Working Above**. Effort grades will also be given. Written feedback will accompany this.

Years 8/9- Student work should be levelled during key stages within a Scheme of Work. Effort grades will also be given. Written feedback will accompany this.

Years 10/11- Student work will be graded. No effort will be given, Written feedback will accompany this.

4. Pieces of work to be marked – There will be opportunities at key stages within the Scheme of Work, to level work and add written feedback. Not all work will be marked as not all work will be a key stage. There may also be opportunities for peer and self assessment.

5. Response – Excellent written feedback will result in evidence of the student responding to the written feedback in their current or future work. This student response can also be commented upon by the teacher in future written feedback, highlighting progress being made with that student (closing the assessment loop).

6. Homework- All homework should be learning based and a useful tool in the student's progress. All homework will be marked using the policy guidelines outlined in the 'Attainment and Effort' section above.

7. Literacy policy and corrections- The literacy marking policy should be followed when marking written work.

8. Pride and Presentation- Student books/booklets illustrate their approach to learning, therefore, they should be kept neat, focussed and ordered. Any non learning in books should be challenged with a written comment and teacher feedback should insist upon students taking pride in their written work and presentation. Please note, not all EBI comments will be presentation based.

MUSIC

1. Frequency – In work books, written feedback will be added in the form of question based comments. This will take place within highlighted SOW. At KS3 the end of term will coincide with the end of topic. At the end of the topic, students will receive more formal marking and feedback.

2. Format of Marking – In work books comments will be made and questions posed next to the student's work. End of topic marking will take the form of a feedback sheet. The sheet will contain a level/grade and WWW/EBI comments.

3. Attainment and Effort

Year 7- Student work should be marked according to the pathway each student is placed upon. They will be graded against their pathway criteria as either 'developing', 'good' or 'outstanding'. Written feedback will accompany this in the form of WWW/EBI.

Years 8/9- Student work should be marked according to the each student's target level. End of topic sheets will be graded 'Developing', 'Good' or 'Outstanding'. Written feedback will accompany this.

Years 10/11- Ks4 feedback will follow the same structure as KS3 with questions and comments regularly in books and more rigorous and extended half termly written feedback. A series of diaries to track progress with composition and performance, will contain a "teacher feedback" section when appropriate.

4. Pieces of work to be marked – KS3: Student's practical work throughout the topic will be marked formally at the end. Books will be commented upon throughout the term, where highlighted in the SOW. KS4: please see the 'Attainment and Effort' section above.

5. Response – Work book questions by the teacher will have written responses by students. Time to respond will be given in lessons.

6. Homework- All homework will be learning based and a useful tool in the student's progress. All homework will be marked using the policy guidelines outlined in the 'Attainment and Effort' section above.

7. Literacy policy and corrections- The literacy marking policy should be followed when marking written work

DT

1. Frequency - Students will receive **written feedback** on their learning from their teacher approximately **twice per term**. This can include classwork and homework. Whilst on the carousel at KS3, students will receive written feedback for folder work, for their practical work and for any homework set. Folder work will be marked at a relevant or key stage within the topic. Practical work will be marked formally before the end of the topic at an appropriate 'checkpoint', so that students know how to continue and complete their work. Students will receive detailed feedback **before** moving on to the next subject on the DT carousel.

2. Format the Marking – Written feedback will be added to folder work during the carousel. This could be on worksheets, in booklets or DT diaries. Comments can be WWW/EBI based or questions can be posed. If questions are posed, student responses are expected. Formal feedback will have a level/grade and either WGW/EBI comments or WWW/EBI comments. At Key Stage 3, formal feedback for practicals will occur at an appropriate checkpoint near the end of the carousel. Any cooking practicals for DT Food, can be marked, with feedback after the completion of the practical.

EBI comments should be skills or knowledge based without simply mentioning effort or using words of encouragement.

If necessary, written feedback in KS4 booklets/folders should be written on post-its or as a cover sheet to be kept in an obvious place.

3. Attainment and Effort –

Year 7- Student work should be marked according to the pathway each student is placed upon. Marking strategies are under development in this area. Written feedback will accompany this.

Years 8/9- Student practical work should be levelled during any key stages within the topic (as mentioned above). Effort grades may also be given. Written feedback will accompany this.

Years 10/11- Similar to KS3, project sheets will have written feedback and practical work will be formally marked with feedback at the end. Controlled Assessment work should be marked according to the GCSE specification guidelines. Generally, post it notes or cover sheets will be used.

4. Pieces of work to be marked - Marking and feedback will occur at key stages within the SOW or topic, as mentioned above. A combination of booklets/folders and practical pieces will be marked. Main pieces of practical work will be marked more formally than other work. Not all work will be marked as not all work will be a key stage.

5. Response – Most student responses will be evident in current or future work, rather than as a written response. However, any written questions by the teacher will have written responses by students. Time to respond will be given in lessons.

6. Homework- All homework will be marked using the policy guidelines outlined in the 'Attainment and Effort' section above.

7. Literacy policy and corrections- The literacy marking policy should be followed when marking written work.

Marking and Feedback Procedures: HUMANITIES

- 1. Frequency** – Key Stage 3: Schemes of work will highlight key pieces of work to be deep marked. This should equate to roughly 2 pieces per term where possible and may take the form of homework, classwork or key assessed pieces. All of which will have clear success criteria that will be shared with students from the outset and assessed against.
Key Stage 4: At key stage 4 students should receive appropriate feedback fortnightly. In the case of the current year 11's where coursework features, homework should be marked. During exam periods such as Mock examination of end of year exams practice papers may take the place of books.
- 2. Format of marking** – All feedback will be given in the form of WWW and EBI.
- 3. EBI Structure** - Every EBI comment will contain a clear point for improvement that can be acted upon (linked to the success criteria) that is not literacy based. This can also take the format of additional questions related to learning that can be acted upon. Where appropriate and clearly planned into / evident in the SOW there may be a long term EBI that you expect students to act upon in future similar piece of work or demonstration of skill. An EBI should stretch the student further and students need to take ownership of their EBI's. There maybe a specific Literacy EBI if appropriate.
- 4. Response Time** - Students must be given the opportunity to respond to their EBI comments / literacy EBI's below their work and sufficient time in the following lesson must be allowed to do this. Ensure the loop is closed by acknowledging the students response.
- 5. Homework labelling** - All classwork, homework or Learning Development such as notes, examples, research, planning will be clearly labelled.
- 6. Work to be marked** - SOW must clearly outline which pieces of classwork are to be marked, and have clear success criteria linked to them. Where there are split classes the teacher that delivered that lesson must mark it. Marking and report writing must be fairly allocated between the teachers against the proportion of time seen by class teachers.
- 7. Literacy** - The literacy marking policy should be followed. If spelling corrections feature as a literacy EBI, students should copy the correct spelling at least 3 times.

- 8. Pride and presentation** - Student books illustrate their approach to learning, therefore they should be kept neat, focussed and ordered. Any doodling or non-learning in books should be challenged with a written comment and teacher feedback should insist upon students taking pride in their written work and presentation. Requests for ordering, tidying clearing up of learning can be included in EBIs and follow up time but should not constitute all of the EBI comments.

Marking and Feedback Procedures: MATHS, COMPUTING AND BUSINESS

The main objective of these procedures is to ensure that we are **marking for impact**, whilst creating **manageable practices** that are understood by students.

- 1. Frequency** - Every two weeks or 7 lessons (whichever is longest).
- 2. Format of marking** - Teacher will assess one piece of work and provide or facilitate the student with feedback. All classwork/homework if not marked by the teacher should be peer or self assessed.
- 3. EBI structure** - Every piece of marked work should allow students to know what they need to do to improve. This could be through a comment written by the teacher or a student, it could also be an electronic document (sent via email or printed in the book) which provides students with areas for improvement. Every piece of marked work will also include a task that needs to be completed, this could be a follow up question or some research they need to conduct in their own time.
- 4. Response time (DIRT – dedicated improvement and response time)** - Students are required to respond to their EBI comments and tasks. This should be in green pen and dedicated time should be allowed either during lessons or for homework (or both). Failure to respond to EBI tasks will be dealt with in the same way as non complete classwork or homework.
- 5. Acknowledgement** - Following the EBI, the teacher should acknowledge that the EBI has been attempted to the teacher's satisfaction. **The work is not being marked a second time, nor is this an indication that the response is totally correct, merely that the student has given an appropriate degree of effort and time to the EBI tasks.** If this is not the case the student should be asked to spend more time on the EBI task.
- 6. Homework labelling** - All homework will be clearly labelled.
- 7. Pieces of work to be marked** - The piece of work to be deep marked will vary depending on the class and the appropriate scheme of work. This will be left to the teacher's professional judgement.
- 8. Literacy policy and corrections** - The Literacy Marking Policy will be followed where necessary and literacy ebis may be included, there is no expectation that all work will be marked for literacy. Where appropriate, literacy marking may be limited to subject specific vocabulary.

9. **Pride and presentation** - Student books illustrate their approach to learning, therefore they should be kept neat, focussed and ordered. Any non-learning in books should be challenged.

Marking and Feedback Procedures: SCIENCE AND PE

The main objective of these procedures is to ensure that we are **marking for impact**, whilst creating **manageable practices** that are understood by students.

1. **Frequency** - Detailed written feedback will be given at least twice per term (6 terms per year).
2. **Format of marking** - Teacher feedback will include WWW and EBI points, which may or may not be labeled as such. These may be at the end of the work or in the body of the work.
For PE this applies only to GCSE written work. For BTEC Child Care it is appreciated that feedback cannot be recorded on the students' work. In this case all feedback will be recorded on a separate sheet.
3. **EBI structure** - Every EBI will contain at least one point for improvement, for example:
 - A correction followed by additional questions to be completed.
 - A follow up question relating to the learning.
 - A follow up enrichment question which encourages students into the next phase of their learning.

EBI comments will illicit an extended response (the student should be writing more than the teacher!), usually the following lesson or for homework (see point 4), and should have a clear impact on the learning. **Teachers' comments will be in red, students' responses will be in green.** At least one of the EBI comments must be progress/extension focused. There is no requirement for there to be more than one EBI comment.

In exceptional circumstances a piece of work may be considered so far above and beyond a teacher's initial expectations that the student may be told that no EBI is necessary. Such work should be rewarded appropriately.

4. **Response time (DIRT – dedicated improvement and response time)** - Following the handing back of teacher feedback students will be given a clear opportunity to respond and to improve/deepen their learning as a result of the feedback given. Any students without an EBI will be given an extension activity in this time.
5. **Acknowledgement** - Following the EBI the teacher should acknowledge that the EBI has been attempted to the teacher's satisfaction, e.g. with a tick, initial or date in red. **The work is not being marked a second time, nor is this an indication that the response is totally correct, merely that the student has given an appropriate degree of effort and time to the EBI tasks.** If this is not the case the student should be asked to spend more time on the EBI task.

6. **Homework labelling** - All homework will be clearly labelled.
7. **Pieces of work to be marked** - The piece of work to be deep marked will vary depending on the class and the appropriate scheme of work. This will be left to the teacher's professional judgement.
8. **Literacy policy and corrections** - The Literacy Marking Policy will be followed and literacy EBIs may be included, but these will be in addition to learning EBIs. This will be limited to the key pieces of work (those being given detailed feedback) i.e. there is no expectation that all work will be marked for literacy. Where appropriate, literacy marking may be limited to subject specific vocabulary.
9. **Pride and presentation** - Student books illustrate their approach to learning, therefore they should be kept neat, focussed and ordered. Any non-learning in books should be challenged.