



MARKING & FEEDBACK

Document Author – Gareth Allen – Executive Headteacher

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TABLE OF CONTENTS

Objectives	3	2
Principles	4	
Principles Continued.....	5	
Practice	6	
Feedback Framework	7	
Feedback Framework Continued.....	8	
Other Forms of Evidence	9	
Student Voice	10	
Corrections.....	11	
Monitoring	12	
Work Scrutiny	13	
Feedback and Marking Reviews	14	

Objectives



Principles

The greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the students' own work, in relation to the learning objectives and not on comparison with other students
- specific ways in which the students' work could be improved, and crucially, being given the opportunity to do so
- improvements that the student has made compared to their earlier work

We support our students in developing as independent learners wherever possible, with an awareness of their own strengths and areas for development. Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher and student roles
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- improvement is cyclical, valued and clearly evidenced
- the students are made aware of learning objectives and of the criteria that their work will be assessed against
- the learning needs of individual students are understood, and work is matched and marked appropriately
- feedback is linked directly to learning targets
- feedback is given sensitively, and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals
- For students with complex communication difficulties, feedback should be presented to them in a way they are able to access with opportunities to undertake next steps being explicit to their needs

Principles Continued.....

These principles and aims will be achieved through:

- Assessment of student learning and progress carried out during lessons
- Half-termly teacher assessments of students' progress and achievement
- The annual review process
- Monitoring and evaluation of student progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.

Assessment to inform Curriculum Planning

Assessment is an integral part of the planning process. Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school
- Initial assessments at the start of a unit of work (Assessment for Learning)
- On-going observation, marking and student self and peer assessment
- Teachers' lesson evaluations record progress of individual students during each lesson
- Small steps in progress recorded on Earwig, BKSB and Star Reader
- Formal testing

Observing Students

All teachers assess students' knowledge, understanding and skills through:

- Asking questions and listening to students
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress.
- Checking and evaluating students' progress against learning objectives/outcomes shared at start of each lesson
- Checking students' understanding of key words for each lesson.
- Sharing evaluation of progress and achievement with students during lesson.

Practice

Wherever possible, feedback and marking takes place with the student and is shared as immediately as possible.

Verbal and written feedback are equally valued in moving learning forwards.

Verbal Feedback

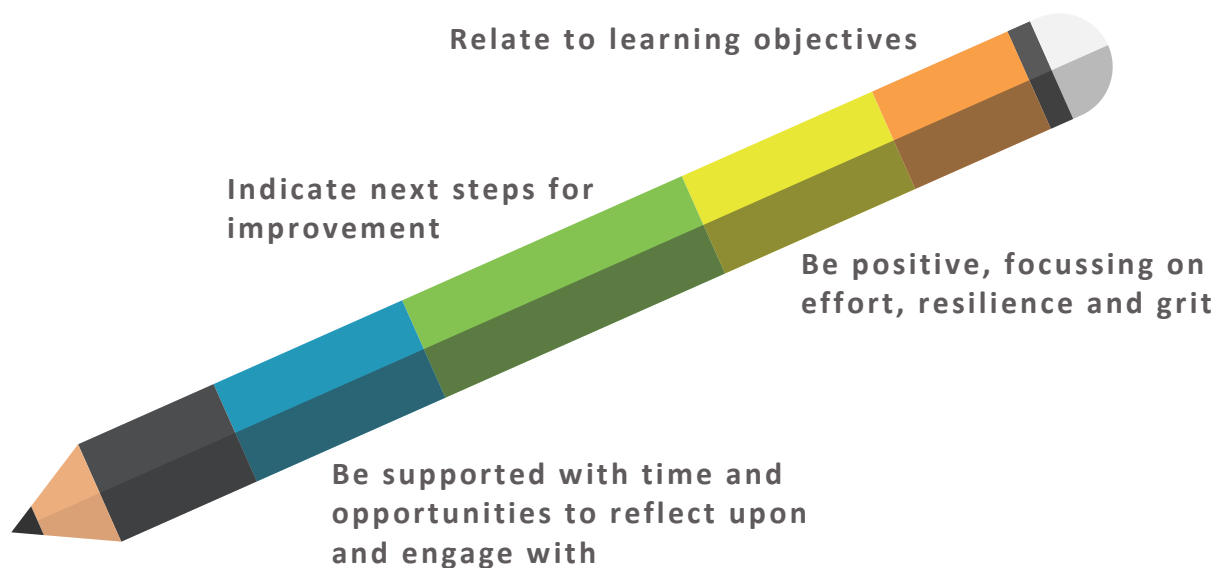
Verbal feedback means discussion about the learning with the student. It is the most valuable form of feedback for all students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate and accessible than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher or teaching assistant and, where appropriate, between peers.

It may take place with a focused group or an individual and be either spontaneous or planned for.

Where it is useful to record the verbal feedback given and the response to this feedback it will be. Verbal feedback will not be recorded for the sake of record keeping or for audit purposes.


Written Feedback/ Quality Marking

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:



Feedback Framework

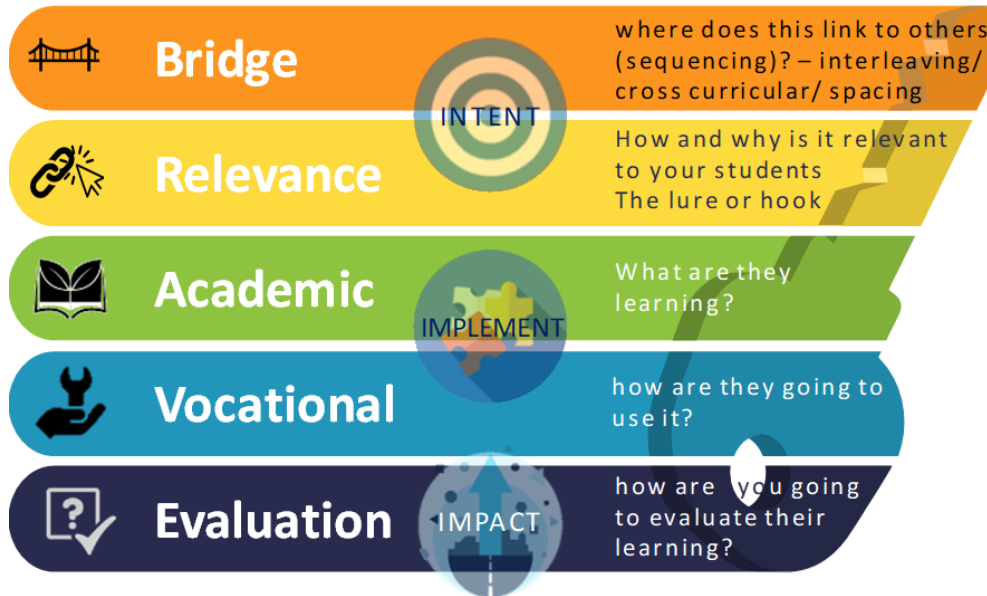
Students' work is marked using the following format:

		LEARNING OBJECTIVE			I	⑦	KEY WORDS
		④			⑥	EV	⑧
		⑤			VP		
					FS	AC	?
					GP	H	?
					PP	MA	?
					EXP	S	?
Marker	HPs	③	CREATIVE	GRIT	POSITIVE		
①	②		COLLABORATIVE	KIND	ENQUIRING		

- To identify the **initials of staff member marking**. PM for peer marking, IM for independent marking
- To identify any **praise points** that have been awarded for the piece of work, including the amount in order to reflect effort levels.
- Beneficial **personal qualities** that the students demonstrate during lessons can be highlighted as achievements in green. These qualities link to the Aspire and Brave curriculum as Esteem South Academy
- Learning objective**: A specific and concise statement detailing what the students should be able to do or have learnt at the end of the lesson.
- Space left for any **relevant additional comments** about the students' work that may relate to functional or cross curricular personal targets. This will also relate to the future positive marking policy.
- Levels of support** received during the activity:
 - I = Independent
 - VP = Verbal prompt
 - FS = Fully supported
 - GP = Gestural prompt
 - PP = Physical prompt
 - E = Experiential
- Work Achievement**: Staff can identify the level of achievement students have made in their work as relating to Earwig:
 - Developing
 - Establishing
 - Generalising
- Keywords**: These are the most important key words for the term/lesson in order to support comprehension and spelling efforts as part of our inclusion of the Word Aware key words and Read Write Inc phonics system.

Feedback Framework Continued.....

Learning Objectives are written in line with the BRAVE lesson planning framework, with any objectives linked to accreditation adapted to meet its criteria.




Each time a student's piece of work is marked the objectives will be highlighted along with any relevant parts of the student work using the colour codes below.




ACHIEVEMENTS

Green highlighter for achievements – Identifying pupils academic achievements within their work as well as highlighting their personal achievements for house points in the L.O bar.



CORRECTIONS

Pink highlighter to underline corrections/next steps, to assist pupils in identifying what they need to edit within their work in order to improve it.



RESPONSE

Yellow highlighter for completed next steps. Used to identify where pupils have completed their next steps in order to improve their work.

Other Forms of Evidence

Non-written work

Some work students produce will not be written work, however 'work' may be produced such as in PE, GRIT, Character or in My Futures lessons. Therefore, evidence of the students' work should be recorded by alternative methods such as photographs, videos and observation notes. This evidence will then be marked using the same methodology alongside a brief description of the task or the learning objective. This work will also identify the Achievements and Corrections and the levels of support the student has received.

Learning outside of the classroom

Students can sometimes achieve part or all of a learning objective, outside of the classroom environment given the nature of the school's curriculums. Additionally, there may be other observations of incidental learning taking place. Typically, these observations might inform a student's physical, behaviour or social targets but maybe part of the My Futures or Character for example. Again, these should be recorded through alternative methods such as photographs and observation notes, using the same methodology as above.

Student Voice

Wherever success and improvement comments are shared, either during or after the lesson, learning time must also be given for students to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for students to read, discuss or make improvement suggestions and act on them
- Question and answer sessions may also be used to facilitate this

Wherever possible, students are encouraged to self-evaluate their own learning.

In order to facilitate their independence as learners, students should have access to and, where appropriate, be involved in:

- Learning objectives
- Success criteria

The objective and success criteria will also be shared with all staff/ volunteers in the room, this is crucial as these adults must know what the aim of the learning is, to be able to assess it correctly and give feedback.

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of students' personal learning styles

Students' Self-Assessment and Responses to Teachers' Comments

At all times, students are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward.

Specific strategies include:

- Self-assessment of tasks with teacher providing the criteria
- Time in lesson for students to read, respond to and question teacher's marking comments
- Students making their own responses underneath marking
- Students setting their own targets for next time
- Students making changes to their work in light of marking
- Peer/student comment after teacher has decided level

Corrections

Spelling, Punctuation and Grammar

In subjects other than English, corrections of spelling, punctuation and grammar should be kept to around one to three on a half-side of writing. This needs to be tailored to the individual student, in order to ensure they are not overwhelmed by their errors.

Where a SPaG error is made repeatedly, only correct the first one or two.

Correcting spelling

Underline the word with a pink highlighter and the student can write the correct spelling near the demarcated correction. Focus on subject-specific words and high-frequency words. Staff can further support students with dots and dashes in order to support their spelling correction efforts unless they are 'red' words, in which case, they should be encouraged to use a dictionary.

Correcting punctuation

Correct sentence demarcation (capital letter to start/ full stop to finish) by highlighting the errors in pink.

Correct use of capitals within words by highlighting in pink the letter and giving correct one next to it.

Correct capital letters for proper nouns where they are omitted.

Grammar

Underline and correct errors where they consist of one or two words (e.g. we was).

For a missing word, write the missing word in the appropriate place.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed through the Quality Improvement Cycle by the school's Leadership Team.

Outcomes will be shared to enhance best practice and will also form part of judgements made for appraisal.

Governor Monitoring

Link Governors in conjunction with middle and senior leaders will monitor the effectiveness of this policy via links visits and headteacher's reports to governors. Link visits may include looking at books directly, lesson observations and through discussions with staff and students. All monitoring will be undertaken in line with the quality assurance policy.

Work Scrutiny

Rationale

The work scrutiny reviews look at the judgement of student progression over time, giving more weight to the evidence of learning, evidenced in student' books in conjunction with the tracking mark books. As with moderation, assessing a student's attainment involves human judgement in conjunction with assessment data and criteria. Assessment reviews are a very important source of inspection evidence for both teaching and achievement. Monitoring and self-evaluation are key issues for improvement in standards of teaching and learning. This can be undertaken as part of a lesson observation and it is useful as it provides evidence for teaching over time and its impact on learning and progress over time. Monitoring specifically aims to:



Procedure

This can be undertaken as part of lesson observation, learning conferences, deep dives and is useful as it provides evidence for teaching over time and its impact on learning and progress over time. Assessment Review is also likely to be undertaken as a discrete activity, usually once a term.

Work scrutiny will be undertaken by senior and middle leaders, usually as a joint activity. It must be cross referenced to other evidence i.e. what is seen in lessons, test results and school tracking data.

Feedback and Marking Reviews

Rationale

Student's learning is a vital part of helping them to be as independent as possible and in doing so strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our students. Our expectations of every student are high and we expect them to make the best possible progress whatever their background, circumstance or learning difficulty. The critical purpose of feedback and marking is about:

- Moving learning forwards. This has the key elements of:



This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking are not about justifying oneself professionally, but are about being meaningful with feedback, both to the student (wherever appropriate) as well as to the adult supporting a student's learning and next steps.

Procedure

This can be undertaken as part of lesson observation, learning conference, deep dive and it is useful as it provides evidence for teaching over time and its impact on learning and progress over time. Feedback and Marking reviews are also likely to be undertaken as a discrete activity, usually once a term. Feedback and Marking will be undertaken by senior and middle leaders, usually as a joint activity. It must be cross referenced to other evidence i.e. what is seen in lessons, test results and school tracking data.