

# Weatherhead High School

A high performing academy providing excellence for all

## Feedback & Marking Policy

Document Owner	AHT Teaching & Learning
Frequency of Review	Annual
Date of last review	August 2023
Date of next review	Summer 2024

# Feedback and Marking Policy

2023-2024

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach.

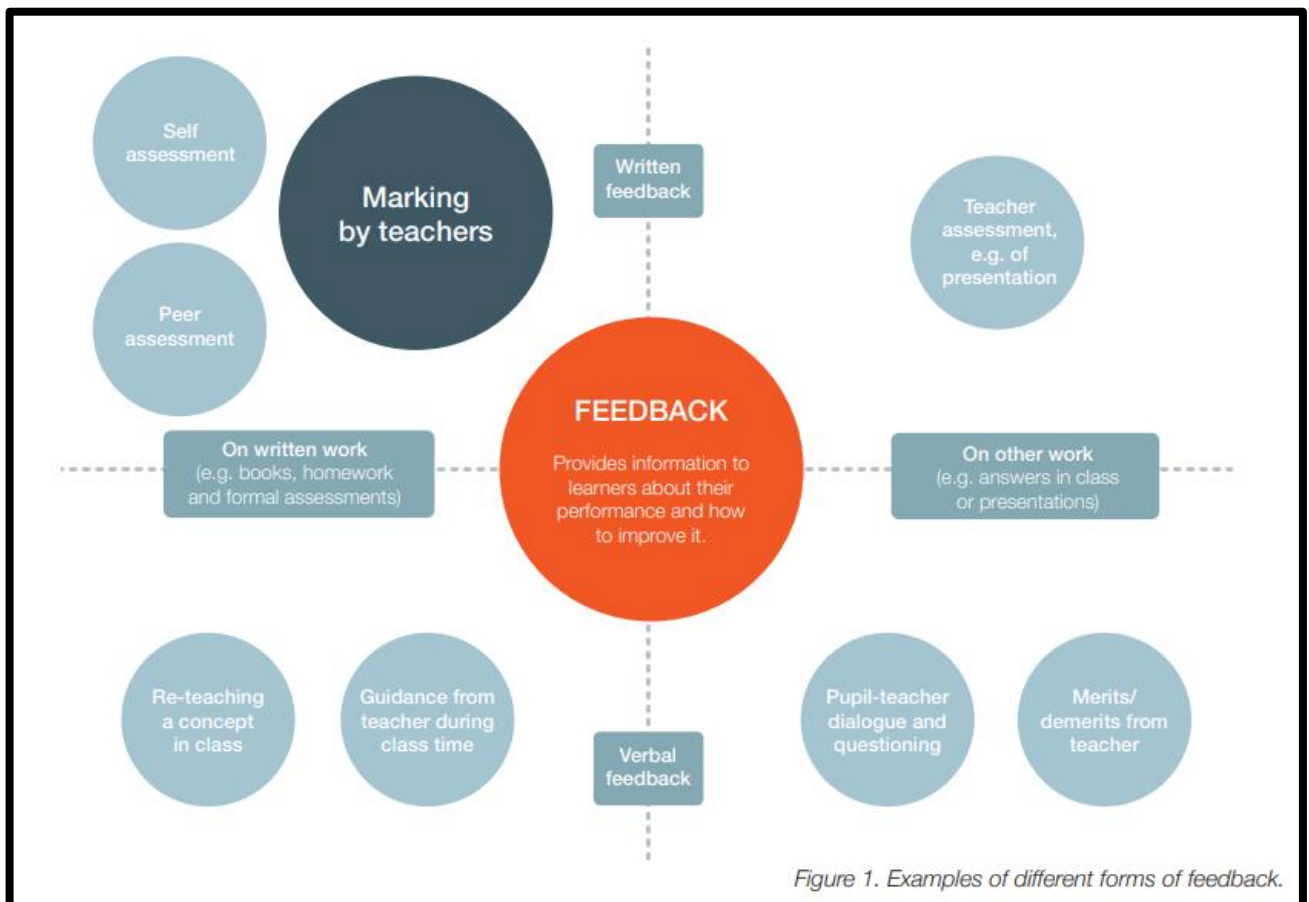


Figure 1. Examples of different forms of feedback.

Education Endowment Foundation - Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

We should first consider the difference between 'feedback' and 'marking'

<b>Marking</b>	<b>Feedback</b>
The routine activity of reading, checking, monitoring, correcting and giving a mark to students' written work.	Providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

### **Purpose of feedback**

- To help students make progress by providing strategies for students to improve.
- To give students dedicated time to reflect upon their learning and make improvements to their work.
- To inform teachers about student progress and inform them about future planning.
- To encourage students to have a sense of pride in their presentation of work.
- To praise and encourage students so that they appreciate that we value their work and motivate them to produce quality work that will help their progress.
- To help students recognise their strengths and understand how they can improve aspects of their work with which they have difficulty.

### **Guidelines**

- Feedback should be specific to the criteria for success in the subject/piece of work.
- Feedback should be achievable. Students should be given time to respond to feedback and should understand what is required of them.
- Feedback should be timely. Students should not be acting upon feedback on work that was completed more than two weeks ago. Exercise books should show evidence of day-to-day feedback which may be through written marking or student responses to verbal/whole class feedback.
- Feedback and marking should be to allow students to make further progress, acknowledge/praise work completed or be formally graded if used as a formal assessment.
- Feedback should be present on both homework and classwork. These tasks should be labelled by the student as 'homework' or 'classwork' respectively.
- Allow students time to reflect on the feedback you give (Dedicated Reflection and Improvement Time - DIRT). Plan opportunities for students to follow up and act upon feedback by allowing some lesson time or the next homework to re-draft their work.
- Curriculum time is limited but without giving up time for DIRT errors and misconceptions are identified but pupils are not given the opportunity to address these.
- Feedback needs to be acted upon in the piece of work being marked, rather than for 'next time'.
- Feedback should be completed in 'purple pen' whenever possible.
- Make sure you challenge students whose work is incomplete or untidy and help them to improve their presentation.

- If using folders/files, they need to be organised – have file checking systems in place and spend time helping students organise themselves initially and throughout the year.
- Progress tracking sheets, if used, must be filled in and kept up to date.
- The tracking sheet in the student planner must be filled in and kept up to date.

### **Verbal Feedback**

- Most feedback given to students will be in the form of verbal feedback.
- Verbal feedback is extremely effective as student response to the feedback is immediate.
- Verbal feedback may be directed to individual students or small groups of students.

### **Written Feedback (Marking)**

- Written feedback (marking) can take a variety of forms including but not limited to:
  - Annotations throughout or targets at the end of a piece of work
  - Coded annotations/targets (e.g. T1, T2 etc)
- Try to avoid 'over-marking'; correcting every mistake can demoralise a student who finds the work difficult. Make sure that you praise some aspect of the work verbally or in writing. Do not give too many targets (quality over quantity).
- Make sure that any written comments are clearly legible and model good practice in terms of spelling, punctuation, vocabulary and technical notation where appropriate.
- Keep any written comments short and to the point. Comments are best in the form of a focused target (direct instruction) which requires the pupil to act/respond to improve their work.
- Written feedback should highlight strengths and strategies for improvement that can be acted upon. Students should be rewarded in line with the behaviour policy.
- Live marking is a strategy that can be used to provide students with instant written feedback during a lesson. The use of a visualiser may help this process.
- Written feedback need only be provided on work that you are expecting students to respond to.
- The use of 'exit tickets/tasks' is extremely effective, they can be completed at the end of a lesson. Teachers then provide written feedback on the work and they are returned for students to respond to the feedback in a timely manner.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. Errors should be addressed by providing hints and questions for improvement. Mistakes should be marked as incorrect without giving the correct answer.
- Written feedback should result in more work for the students than it does for teachers.
- Written feedback should be thought provoking. Hints and questions given should be given to ensure that the feedback has a meaningful impact on learning.
- Limiting the number of targets given to students is more time efficient and avoids cognitive overload for the students.
- Exercise books should have evidence of written feedback at least every 2 weeks.

## **Peer/Self Feedback**

- Self marking by pupils provides timely feedback. It will be a key tool in the classroom for responsive teaching and continuous assessment when you are unable to check the work in lessons yourself. Having model answers prepared will facilitate this and working with pupils to get them used to self-assessment is important.
- Effective peer/self feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer/self assess one another. The process should be clearly led by the subject teacher.
- Clear success criteria should be shared when appropriate prior to completing the work.

## **Whole Class Feedback**

- Pick up patterns and common misconceptions which can be dealt with in lessons to the whole class or a smaller group of pupils. This avoids repeating written comments/targets and gives clearer instructions and explanations to the pupil.
- Whole class feedback sheets can be used to write common misconceptions whilst reviewing books and identifying issues that can be used to inform planning and to direct students to respond to the feedback. A series of questions or a task can be given to students based on the work.

## **Online Work**

Work may be set/completed/submitted online through Google Classroom or any other online learning and assessment system. Marking and feedback on this work should follow the same principles as outlined in this policy and in addition follow the guidance below:

- For self-marking and instant feedback systems, these should still be monitored by staff to encourage completion by all students and feedback should be delivered via the most appropriate method (e.g. online typing of comments/targets directly on to work, summary comments/targets submitted online, whole class quizzing based on the work set, whole class feedback during a lesson).
- There is no need for work to be printed or stored in books/folders but staff should keep a record of submission and/or mark awarded (either online or in mark books).
- Online work should be kept to a minimum and should only be used to complement written work carried out in class.

## **Departmental Policies**

Each subject department (or curriculum area) will have an individual Marking/Feedback Policy which will follow the general principles set out in this policy but give specific subject guidance on work to be marked and processes/methods for doing so.

Curriculum Coordinators are responsible for ensuring that departmental marking policies are effective and proportionate while meeting the criteria outlined above. Curriculum Coordinators must also ensure that any required marking has a high impact on student progress while minimising the impact on teacher workload.

Many departments may wish to devise grading and marking symbols that are more appropriate to the subject than a complete set of compulsory rules. However, consistency across subjects is vital if students and parents/carers are to understand how to interpret teacher marking and ensure progress is achieved. Consequently, as well as conforming to the purpose and guidelines, all policies must include the following core statements:-

For students:-

- Use blue/black pens for writing
- Use purple pen to respond to targets
- Crossing out should be neat – no correction fluid
- Write the date and title in full
- Underline all headings with a ruler
- Use sharp pencils/crayons for diagrams, graphs etc.
- Use a ruler for straight lines, tables etc.

For staff:-

Use the following common symbols:-

- Sp** incorrect spelling  
(technical vocabulary for subjects)
- ^ something missed out
- ? meaning unclear
- underline mistake or grammatical error
- to highlight incorrect work or missing punctuation points.
- Target to act on