THE DEANES SCHOOL

Marking & Feedback Policy

Effective From: **April 2016**

Authorised by:

Headteacher

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Chair of the Curriculum Committee:

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Date: **18th April 2016**

WORKLOAD IMPACT ASSESSMENTCHECKLIST

☐	The school has an agreed system to monitor the workload and working hours of teachers and the headteacher.
☐	The policy complies with and is consistent with the teachers' contractual entitlements
☐	The policy and any related procedures were introduced following consultation with the relevant staff
☐	The policy and any related procedures include a specific statement regarding workload impact
☐	The policy has been piloted/ trialled to enable an assessment of workload impact to be made.
☐	The impact of the policy and related procedures is that they have not added additional hours of working.
☐	The policy does not duplicate any other existing policy.
☐	All policies have been reviewed in order to assess whether any are outdated and unnecessary.
☐	The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
☐	Implementation of this policy will not result in any additional meetings/ activities that have not been identified within the school calendar, published and revised in consultation with relevant staff.
☐	All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
☐	The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.

The Deanes School

Marking & Feedback Policy 2015-

RATIONALE

"Marking and assessment must be the servant, and not the master, of our pedagogy and our profession."

The Deanes School recognizes that high quality feedback is essential to enable students to show progress over time. This policy aims to enable teachers to plan and deliver high quality lessons, without being burdened by excessive marking, yet still provide effective feedback that combines high expectations and guides students towards making progressive improvements. The aim is not mark more often, but to 'smarter'.

This policy recognises the importance of formative written and spoken feedback. The aim is to maintain the highest of standards, whilst marking reasonably and not to excess. Teachers should give written feedback to a high standard, but we must be reasonable regarding what we can expect is realistic and sustainable for teachers. The answer is a balance of quality, selective formative feedback with well trained peer and self-assessment. Students will actively engage in the feedback process, following the 'Read, Reflect, Respond' philosophy.

Marking can take a number of forms, therefore the broader term 'feedback' is used throughout this policy. Marking quite obviously presupposes a 'mark' on the page; whereas much of our daily pedagogy consists of oral formative feedback. Oral feedback has the virtue of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activity are being undertaken, oral feedback is integral to learning and progression. We have therefore foregrounded its importance in our feedback policy.

The following extract from Ofsted inspection guidelines, clearly suggests the need for a variety of types of feedback :

"A basic way of reviewing pupils' work is to select an extended piece of writing from near the beginning of a pupil's book (or folder of work). This can then be compared with a piece from the middle and one nearer the end. Is there a discernible difference in length, presentation, sophistication (e.g. paragraphing or length of paragraphs), common errors, use of vocabulary and variation in style? Look at the teacher's marking. Are the same issues highlighted in the later pieces as in the earlier ones? Has the teacher identified any developing strengths or commented on improvement?...Do teachers identify important errors (such as some of those contained in questions about literacy in lessons above). Key subject terms should be spelt correctly. Basic sentence punctuation should be accurate. If it is not and is not identified, how will pupils improve?"

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback
To help students make progress;

- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to aim for perfect presentation;
- To correct mistakes, with a focus on Literacy skills.

2. Principles
Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;

- A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is **essential** to allow time (***Read, Reflect, Respond***) for students to read the comments and engage with the feedback;
- Where appropriate students should be encouraged to assess their own work against the learning objectives;
- Clear success criteria should be shared;
- Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
- Students should be given the opportunity to 'Read, Reflect, Respond' by completing 'progress review trackers' after each unit/assessment or where appropriate. Students should be trained to respond in a structured way.

3. Verbal feedback

- This is the most frequent form of feedback;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.
- Where appropriate, verbal feedback should be recorded by the student. This can take the form of stickers, post it notes, vf with a brief outline of the comments, etc.

4. Written feedback

There are two types of written feedback: *detailed* and *maintenance*;

- The frequency of each type of written feedback will vary between departments and key stages, however:
- **Detailed feedback must take place no less than once per half term**, and
- Maintenance feedback should take place within a maximum of a **3** week cycle.
- Detailed feedback will clearly identify the **strengths** and **areas for improvement** using clear '**nexts steps'** advice, that students will then act upon.
- Feedback should take the form of www/ebi/what I (the student) needs to do, where appropriate.
- Detailed feedback may include grades/levels/scores where applicable.
- Maintenance feedback may identify specific issues such as key words, literacy and presentation issues; it should give clear 'next step' actions and students should act upon this feedback.
- There is no requirement to give feedback on every page.
- Feedback should be succinct and constructive.
- Students must be given adequate time to 'Read, Reflect, Respond' to peer feedback.

5. Peer Assessment

Peer Feedback is shown by research to be one of the most effective modes of feedback and should be used regularly.

- Effective peer feedback is rigorously structured and modelled by the teacher.
- Written peer feedback should be written in by students and should include the name of the student giving the feedback.
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.
- Students must be given adequate time to 'Read, Reflect, Respond' to peer feedback.

6. Self Assessment

Similar to peer feedback, students need an explicit and clear structure to identify their learning needs;

- Teachers should share success and/or assessment criteria where appropriate.
- Students should be directed to self assess on a regular basis.
- Students must be given adequate time to 'Read, Reflect, Respond' to peer feedback.

7. Marking for Literacy and Numeracy

All subject teachers must give appropriate and targeted literacy and numeracy feedback.

- For students to progress in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.
- All subject teachers should use the whole school marking codes when marking for literacy (see literacy policy).

- All subject teachers have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

8. Monitoring and Evaluation
- Subject Leaders must ensure that departmental feedback supports the school policy.
- Subject Leaders should undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny etc.

9. Marking Guidelines

Expected	
Always encourage all students to redraft a piece of work based on verbal feedback provided.	Avoid marking the first (version) piece of work.
Always mark class sets of books, deep and meaningfully, at least **once a half term.**	Avoid marking every page of work.
Always dedicate 10-15 minutes at least every 2 weeks in class, for students to respond to feedback.	Avoid tick and flick. Leave it blank.
Always recognise the importance of feedback in different forms, other than writing.	Avoid marking with extensive or unnecessary written dialogue between teacher and student.
Always give opportunities for students to peer and self assess work, providing feedback.	Avoid over reliance on teacher feedback.
Always share clear success criteria for peer/self assessment	Avoid marking work with 'well done' or 'good work'
Always remember that formative marking is (progress) over time and not a one-off assessment point.	Avoid small details such as what colour pen to use.
Always diagnose student work with a **question.**	Avoid date-stamping work when you have provided verbal feedback

Member of Staff Responsible for the Policy: Tracey-Anne Bond

THIS POLICY WILL BE REVIEWED in July 2016