



challenger
multi-academy
trust

**embrace
challenge:
expect
excellence**

THE DEANES

MARKING & FEEDBACK POLICY



WORKLOAD IMPACT ASSESSMENT CHECKLIST

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	All policies have been reviewed in order to assess whether any are outdated and unnecessary.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

Signed by:

_____ **Headteacher** **Date:** _____

_____ **Chair of governors** **Date:** _____

Marking & Feedback Policy 2017

1. Rationale

“Marking and assessment must be the servant, and not the master, of our pedagogy and our profession.”¹

The Deanes recognises 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 mark ‘smarter’. We need 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 verbal formative feedback. Verbal 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, verbal feedback is integral to learning and progression. We have therefore foregrounded its importance in our feedback policy.

In its August 2016 School Inspection Handbook, Ofsted has made it clear that it does not recommend any one style of marking and feedback. Schools should have their own assessment policy, and marking and feedback should be consistent with that policy. Ofsted does not expect a written record of verbal feedback either, but will consider the effectiveness of all types of feedback during lesson observations, book scrutinies, and conversations with students. In an outstanding lesson, ‘teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively’.

2. What is feedback?

Feedback can take different forms: peer, self, verbal or marking written by the teacher. 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.

3. Aims of Feedback

- To help students make progress
- To provide insight and 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.

4. Principles

- Clear success criteria should be shared;
- Where appropriate students should be encouraged to assess their own work against the learning objectives;
- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- Teachers should affirm what has been done well or correctly, or what has been improved;
- Teachers should correct mistakes, and direct students to the correct answer or way of improving their work. This will include 'pointing out the process' (John Hattie²) - the links between their actions and their current work, and the action needed to improve.
- 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. This may be called Dedicated Improvement and Reflection Time (DIRT).
- Verbal feedback on work should be frequently given, either to individuals or to groups of students. It may form part of a mini plenary or plenary.
- 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.

5. Guidelines for teachers

5.1 Verbal feedback

- Verbal feedback does not have to be recorded. However, students should be clear that they are receiving feedback on their work and that they are expected to take action, redrafting work if appropriate in green pen. They can then explain this process to an observer.
- Verbal feedback may be recorded by the student or teacher. This can take the form of questions, stickers, post it notes, VF with a brief outline of the comments, etc.
- In practical subjects such as Art and Design & Technology, at Key Stage 4, reflective diaries may be used informally to record verbal feedback. Verbal feedback forms a majority element of feedback especially during completion of practical or developmental work, when student work cannot be written on. Reflective diaries should consist of blank page booklets which the teacher, student or Learning Support Assistant can add to. Entries could contain date, notes, and photographs with annotation, newspaper or magazine clippings and should reflect the spontaneous spirit of verbal feedback, the purpose of the diaries being a reflective journal of progress and development. It is anticipated that elements of the diary might become controlled assessment or a revision tool.

5.2 Written feedback

- There is no requirement to give feedback on every page. Teachers should avoid 'tick and flick'.
- There are two types of written feedback: **detailed** and **maintenance**. Maintenance feedback should take place within a maximum of a **3** week cycle. It may identify specific issues such as key words, literacy and presentation issues and it should give clear 'next step' actions in the form of www/ebi/what I (the student) needs to do, where appropriate. This could take the form of a question. Teachers should mark in red pen.
- Feedback should be succinct and constructive, and suited to the needs of the learner.
- At least every two weeks, 10-15 minutes should be given for students to respond to feedback in green pen. This may include re-drafting work. Teachers are not expected to give further comments on re-drafted work.
- Detailed feedback must take place no less than once per half term, for example, at the end of a unit. This will clearly identify the progress students have made over time and areas for improvement using clear 'next steps' advice, and students will be given time to reflect and act upon this. Detailed feedback may include marks, and GCSE bands at Key Stage 4.

5.3 Peer Assessment

- Peer feedback is shown by research to be one of the most effective modes of feedback and should be used regularly.
- Peer feedback should be rigorously structured and modelled by the teacher, who should share clear success criteria.
- 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.

5.4 Self Assessment

- Teachers should share success and/or assessment criteria where appropriate and should train students in how to recognise their learning needs. Some students may need a writing framework to help them to do this.
- Students should be directed to self assess on a regular basis and be given adequate time to 'Read, Reflect, Respond'.

5.5 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. Literacy and key subject terms should be monitored in both detailed and maintenance written feedback.
- Over time there should be visible improvement in presentation, style, paragraphing, length of work and sophistication, as well as a reduction in errors in connection with key terms, spelling and punctuation.
- 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, and proportions should be monitored for accuracy across the curriculum.

6. Monitoring and Evaluation

- Programme Leaders must ensure that departmental feedback supports the school policy.
- Programme 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, lesson observation or learning walks.

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

TO BE REVIEWED July 2019

¹ <https://huntingenglish.wordpress.com/2013/02/09/making-a-marking-policy-a-feedback-policy/>

² John Hattie, <http://www.evidencebasedteaching.org.au/crash-course-evidence-based-teaching/how-to-give-effective-feedback-to-your-students/>