Churchmead School Marking and Feedforward Policy

Aim

This policy is designed to ensure that feedback and marking of student work is focused on addressing misconceptions and ensuring students leave lessons knowing more and remembering more than when they started. With this policy this progress is carefully balanced with the strain of teacher workload and the pressure that over-bearing feedback and marking policy can have on staff.

Research behind policy

The impact of high-quality feedback is enormous. In the Education Endowment Foundation Teaching and Learning toolkit it found that good feedback can improve a student's progress by + 8 months. It was also shared that it was an extremely cost-effective way of improving progress compared to many interventions.

In the work of Rosenshine and his 10 Principles of Instruction much focus is put on:

• Check the responses of all students
• Provide systematic feedback and corrections

These are the cornerstone of ensuring that you know students understand and have learnt something from your teaching.

Finally, the work of John Hattie further supports the need for a good feedback policy. In his work on Visible Learning it is shown that Feedback, with a score of +0.72, can have a huge impact on the pace that learning takes place.

The key to all of these is the phrase 'High-quality'. If feedback is completed simply to fulfil a school's policy, then is it not effective. We are trying to create a policy which gets right to the core of what makes feedback high-quality, addressing student misconceptions and understanding.

Our Assessment model has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.

Assessment should improve students' learning - not just measure their learning, where students are provided with feedback and given an opportunity to accelerate their learning.

Non-Negotiables

Teachers are expected to:

• Live Mark 3 x books per lesson (where an appropriate Applied Learning Time task has taken place)
  • Provide opportunities for students to peer and self-assess on a regular basis with key guidance from teachers to inform this
• Engage students in dialogue when giving feedback in their books. Students should respond to this using Green Pen

• Challenge all students in the class to improve work based on feedback, again these improvements will be made using Green Pen
• Provide one piece of assessed work for each student every half term, using the school's policy of www, ebi and ntiw task for students to complete

Policy in action

Each lesson a teacher should aim to 'Live Mark' a range of 3 x books from a class. Live Marking should include:

• Marking for Literacy
• Dialogue with Student through questions and Green Pen responses
• Challenging Presentation (Please see Pride in Presentation sheet)

The concept of Live Marking is simple, students' books are marked and assessed whilst they are writing a Learning Task or in a whole class review at the end of the lesson. Teachers will circulate the room or students will come to the teacher's desk and work will be checked. Feedback will then be given to the individual and the whole class to address common misconceptions or stretch the class further with new information.

The Teacher is responsible for ensuring a fair selection of the class books are reviewed and all students receive personalised feedback during this process. Best practice is to ensure that you monitor a range of student's abilities and use your questioning skills to illicit who might be struggling and needs support or who needs to be extended.

Marking Standard Codes

Sp	Spelling
Gr	Grammar
P	Punctuation
KTM	Key Term Missing
^	Add/Missing word
√	Good point (appropriate to expected standard)
C √	Corrections seen by teacher
[ ]	What is written here and consider changing
?	What does this mean?
	Other methods of highlighting errors can be used as appropriate, for example, circling, underlining etc. Specific subjects may include additional codes as deemed appropriate.

Whole Class Feedback sheets

These will be created each Half Term with 6 in total across the year.
They will address the following key areas:

Examples of Excellence	Specific examples of excellent work from students will be highlighted and explained for the whole class to learn from
Misconceptions	Address any misconceptions in concepts or ideas that students have got wrong
Knowledge	Address any knowledge and content gaps that appear to be missing from students work
Literacy	Challenge any common literacy errors made across the class
Challenge Questions	Set a range of questions to ensure this feedback has an impact on student progress. Students should be signposted towards the question or challenge most appropriate to them.

When feedback sheets are given the expectation is that most of the lesson would be used to review the sheet and ensure the feedback has impact on the students' progress by re-drafting or re-doing selected work again.

Monitoring, Evaluation and Review of Policy

To ensure this policy is followed effectively by all staff it will be reviewed.
This will include:

• Regular Learning Walks by Line Mangers and SLT
• Formal Deep Dives in departments 2 x per year
• Whole School Feedback Scrutiny 2 x per year