



**FORGE
VALLEY
SCHOOL**
& SIXTH FORM

EFFECTIVE FEEDBACK AND MARKING POLICY

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Member of Staff Responsible:	Assistant Headteachers, Anna Hart and Anna Hughes
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Ratified by:	Full Governing Body:  Mr S Andrews Co-Chair of Governors  Ms N Marsden Co-Chair of Governors
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Version	Section	Amendments	Date	Authors
November 2022	3	1. Added bullet point 3 2. Rephrased bullet point 6 3. Removed: Detailed written feedback should only be completed in response to 25% of the work students produce. We follow this process: 4. Added section 6 – Whole Class Feedback proforma used across the school	9/9/24	Anna Hughes

Contents

Effective Feedback for Impact	3
1. Rationale.....	3
2. Key Expectations	3
3. Literacy Codes:.....	4
4. Whole Literacy Framework.....	5

We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Effective Feedback for Impact

1. Rationale

The aim of this policy is to establish a consistent approach to feedback across the school, whilst catering for different subjects and age ranges. Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding. Research shows that the best form of feedback to enable student progress is in fact verbal feedback and lengthy responses from teachers often go unread. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. All this remains true and has been further supported by the 2021 report from the Education Endowment Foundation entitled ‘Teacher Feedback to Improve Pupil Learning’ which suggests that teachers should ‘carefully consider how to use purposeful, and time efficient, written feedback’. The report was also clear to point out that although all forms of feedback are at a low cost to the school but has high impact in terms of progress for pupils that in fact, verbal feedback has a higher impact than that of written. This has helped us to further refine our marking and feedback principles so students understand the next steps they need to take in their learning and address teacher workload.

2. Key Expectations

- We see marking as planning. Assessment informs us of our impact and our next steps.
- Timely feedback is provided to all assessments on the calendar (written and oral).
- Staff are encouraged to use the ‘whole class feedback’ proforma when providing feedback to pupils so that next steps are clear and that pupils understand what excellence looks like.
- We do not mark books unless we are clear of its importance and impact on student progress.
- We never mark books due to a feeling of SLT compliance or parental expectations.
- Routinely teachers should not be marking books outside of the classroom. Instead we engage in classroom dialogue, live marking and whole class feedback. Feedback is inherently built into our lessons.
- Focused written feedback and marking acknowledges students’ current levels of achievement and should help them take the next steps in their learning (e.g. WWW and EBI)
- Wherever possible code marking and whole class feedback, particularly that which involves verbal feedback are advised.
- Staff allow students the time and opportunity to respond to formative written feedback and take the next steps in their learning.
- Students are involved in marking and checking their work using green pen – feedback should involve more work for the student than the teacher. There is autonomy here for Middle Leaders to decide whether any reflections should be visible (green pen) or invisible (improvements simply added following feedback).
- Marking assessed work is recorded (by the teacher) and moderated across the department (as appropriate)
- Marking includes a mixture of marks and levels/grades, written and verbal feedback

The whole school codes displayed below will be used to indicate achievement and literacy mistakes and errors. Subject areas may also use additional subject specific codes which will be shared with pupils.

Literacy Codes:

Code	Meaning
S	Spelling mistake
P	Punctuation mistake
C	Capital letter needed
?	Doesn't make sense
//	New paragraph needed
NAS	Not a sentence
T	Tense is wrong
^	Missing word

The whole school literacy framework will be used when extended writing tasks are set in lessons, assessments or in homework tasks. This will be guidance for pupils on what they are currently achieving in literacy and what they will need to focus on in order to move to the next level.

5. Whole Literacy Framework

Level	Capital Letters	Punctuation / Notation	Spelling	Paragraphs & Connectives	Use of Sentences
Mastering literacy skills	Consistent use of accurate capital letters.	Consistent, accurate range of more ambitious punctuation/notation, used throughout (e.g., . , - ; : ? - () !).	Consistently accurate spelling the vast majority of the time. All subject-specific vocabulary is correct.	Consistent, accurate use of paragraphs creating cohesive writing (may be used for effect where appropriate). Use of connectives and discourse markers is seamless.	Consistent use of complex, compound, and simple sentences. Confidence and competence are shown in their use.
Securing literacy skills	Regular use of correctly placed capital letters with infrequent mistakes.	Regular, accurate use of a variety of simple punctuation/notation (e.g., . , - ; : !).	Spelling is correct on a regular basis; may have a few complex, irregular words spelled incorrectly. Developing accuracy in subject-specific vocabulary.	Regular, clear evidence of paragraphs. Regular use of connectives and discourse markers where relevant.	Regular and accurate use of simple sentences and developing use of compound and complex sentences.
Developing literacy skills	Some controlled use of capital letters in obvious places (mainly at the start of sentences).	Some controlled use of full stops and commas.	Some simple, everyday words are spelled correctly.	Some evidence of separating ideas with paragraphs.	Some evidence of using simple sentences.