Feedback & Marking Guidelines

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Next Review Due : Jan 2021

Marking and Feedback Guidelines

Penwortham Priory Academy has looked at best practice and taken on board findings from the Independent Teacher Workload Review group when formulating our marking and feedback guidelines.

We believe that for all instances where feedback and marking occurs, the following points should be considered:
• Does it move the student forward?
• Is it manageable?
• Is it fit for purpose?
• Does it take the most effective form?
• Are students given time to reflect upon their feedback?
• Does the feedback promote independence and resilience?

Feedback should be given during, or as soon as possible after the completion of a task to enable pupils to correct errors and address any misunderstandings. Effective 'whole class' and 'targeted' questioning of individuals is an essential component of feedback that helps students develop their responses.

Marking and feedback must inform rigorous planning; this does not mean there is a requirement to produce lesson plans. Planning for a lesson or teaching sequence must consider opportunities for feedback and how and when students should act upon it. It should also stimulate teachers to engage in reflection on the effectiveness of their teaching.

Verbal Feedback
Verbal feedback should be intrinsic to our teaching. Students should be able, via expert questioning and teacher explanation, to know where they have made progress and understand their next steps in learning. Verbal feedback is evidenced in student's work and progress made. Where students are not making progress other forms of feedback must be sought in order to address this.

Written Feedback
Written feedback must stimulate thought and require action from students. This action may take the form of redrafting, reading, online tasks or development of knowledge and skills for embedding in future tasks. This form of marking will be clearly evident in pupils' work.

Peer and Self-Assessment should be used where teachers have given clear success criteria, checklists or answer sheets.

Whole Class Feedback in any appropriate form e.g. crib sheets, checklists, modelling or coded marking can be used in order to address common misconceptions, highlight good practice and allow students to redraft, complete another task or apply to future tasks.

Individual Feedback in the form of written comments, highlighting work, live marking within the classroom and verbal comments can be done on a 1-2-1 basis.

Online Feedback via Showbie / Google classroom, etc. must adhere to the principles of written feedback as above.

Marking for Literacy should take place in all forms of written feedback and pupils must be tasked with responding and correcting mistakes.

Examinations and Assessments will be designed in house to model PLCs or an exam board's criteria as closely as possible and marked in accordance with appropriate criteria. Systems for cross marking and moderation are in place within subjects / faculties and should be cross referenced with those in our teaching school alliances.