



## Marking & Feedback Policy

Policy Lead:	<b>Deputy Headteacher (JMA)</b>
Last Review Date:	July 2024
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Approval needed by:	<b>Headteacher</b>

## Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

To support teaching and learning all marking and feedback should be underpinned by the same approach that governs lesson planning and structure: Share, Build, Practise.

**Share Knowledge** – staff should share the successes and areas of development so that pupils know how to improve

**Build Knowledge** – feedback should be constructive and aimed at developing learners further

**Practise knowledge** - Pupils should be provided with the opportunity to embed the feedback in their learning and subsequent work

## Feedback

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year. Feedback can take different forms: peer, self, group, 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. At The Oaks Academy we believe it is important to provide constructive feedback to pupils, focussing on the individual's successes and areas for development, through regular formative assessment strategies. The best feedback will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result. We believe that Feedback should be Manageable, Meaningful and Motivating.

- **Manageable:** Feedback should be timely and respond to the needs of the individual pupil so that they can actively engage with the feedback.
- **Meaningful:** Feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Written marking is valued as a school as an effective formative assessment strategy. The academy implements a WWW (what works well) and EBI (even better if) system where teachers comment in green and pupils respond in purple. Dialogic marking enables children to improve their learning by understanding what they can currently do and what we would like them to be able to do, thus helping

to close the gap between current and desired performance. We encourage pupils to be part of this feedback process to maximise the learning opportunities. The high expectations of written communication and use of effective feedback also help pupils to develop self-confidence and raise self-esteem by recognising that their work is valued. The main objective of marking and feedback is to help children learn and to raise their attainment.

**Principles to written feedback:**

A teacher should only write in a pupil’s book if it is going to impact on progress. The more immediate the feedback, the greater the impact. All subject areas have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e., practical/theory.

1. Marking will be against the planned success criteria/KPI’s (Key Performance Indicators) and individual targets.
2. Any learning points / misconceptions will be addressed.
3. Pupils will have the opportunity to reflect on their feedback.
4. There will, whenever possible, be an opportunity for the pupil to participate in the process so that there is a shared perspective on feedback, marking and target setting.
5. The following pens will be used as follows:

Black or Blue	Learners work
Green pen	Teachers feedback
Red pen	Learner’s response to marking/self-assessment/peer-assessment.

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

- A dialogue, both verbal and written, should be created between teacher and pupil. When books are returned to pupils it is essential to allow time for pupils to process the comments and engage with the feedback;
- Self and peer assessment are a valuable tool for learning and should occur regularly.

**The Main Types of Formative Marking and Feedback**

- i. In-Depth Teacher Marking using WWW/EBI*
- ii. Peer/Self-Assessment*
- iii. Whole Class Analysis and Feedback*
- iv. Marking for Literacy Using Whole-School Codes*
- v. Light touch acknowledgement marking*

**i. In-Depth Teacher Marking**

This should result in good quality written feedback and should use the “WWW” and “EBI” framework. The EBI should be linked to the learning objectives and success criteria which should be informed by the KPI’s and GCSE criteria. Teachers help pupils to know and recognise the standards they are aiming for by modelling work, scaffolding or giving example. Pupils are encouraged to be part of the feedback

process and teachers may use different formative assessment strategies to support the pupils process the WWW/EBI's. Some examples of this include the use of a coding system, whole class feedback and planned stickers. Further examples are shared within school teaching and learning forums to highlight best practice.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given (DIRT). Feedback in SEND/EAL pupil books need to be tailored to the individual pupil. It is important to give them feedback which they are able to respond to at their level alongside verbal feedback which is appropriate.

## ii. Peer and Self-Assessment

This can be a useful activity if done with clear success criteria and in an environment where pupils have been taught to do it effectively. This should be done **in red pen** to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement marking is being undertaken.

## iii. Whole Class Analysis and Feedback

- At key intervals teachers looks through the pupils' books for common misconceptions and errors
- Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid.
- After the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire.
- The start of the next lesson may begin with the teacher sharing the best work (perhaps using a visualiser), identifying common errors and then addressing common misconceptions that have been identified.
- The following lesson will be shaped around redrafting / developing their work in line with the whole class feedback.
- Students who were identified as being successful in grasping key concepts should be provided with opportunities for challenge and deepening learning further.

## iv. Marking for Literacy Using Whole School Codes

### Literacy Feedback

- All teachers/subjects have a responsibility for the development of students' literacy skills so that students are confident and competent in speaking, listening, reading and writing using Standard English.
- When marking for literacy, 'teachers should distinguish between a 'mistake' – something a student can do and normally does do correctly but has not on this occasion – and an 'error' which occurs when answering a question about something that a student has not mastered or has misunderstood. ('A Marked Improvement' EEF, April 2016).
- Mistakes should be identified using 'Marking for Literacy' codes.
- Errors should be addressed using 'Marking for Literacy' codes and 'providing students with feedback that leads them towards a correction of the underlying misunderstanding' (EEF April 2016).

- Where mistakes and errors are numerous, teachers should use their professional judgement to identify which mistakes and errors are most appropriate to identify and provide feedback to the student.
- There should be some form of literacy marking or focus on literacy every lesson; this can be done by teacher/ student / peer.
- The teacher will determine an appropriate time for students to respond to the literacy feedback given by the teacher, in order to close the 'feedback loop' (EEF, June 2021).

#### Marking for Literacy codes

Code	
C	Capital Letter
P	Punctuation missing or incorrect punctuation
SP	Spelling
WW	Wrong word
WT	Wrong tense
MW	Missing word
//	New Paragraph

- As part of their subject specific guidance, middle leaders should have a clear strategy for how they support the development of students' literacy skills. This will outline:
  - how students are supported in using, and spelling, Tier 2 and 3 vocabulary;
  - how students are supported in improving common errors in literacy;
  - and how students are supported in developing their skills in school with school literacy priorities.

#### v. Light touch/acknowledgement marking

As research indicates that acknowledgment marking is 'unlikely to enhance pupil progress' (EEF April 2016), there is no minimum expectation regarding light touch/acknowledgement marking.

*'Regardless of whether a teacher chooses to give grades, offer praise or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject and/or self-regulation strategies. It is less likely to be effective if it focuses on a learner's personal characteristics or provides a general or vague comment.'* (EEF June 2021).

As well as providing pupils with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for pupils to act upon this information and advice.

#### Teacher Guidance for the effective use of DIRT:

##### 1. Keep it focused.

If you simply hand back work to pupils and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading pupils we need to focus in upon specific improvements to their work.

##### 2. Model and scaffold.

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing pupil understanding. Seeing an outstanding exemplar helps lessen the load and gives pupils a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. **DIRT** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

### 3. Targeted feedback.

If pupils are receiving regular high-quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful **DIRT time**.

### 4. Utilise verbal feedback to support DIRT time.

If we establish a really clear focused routines for **DIRT time**, with good quality models, scaffolds and targets for improvement, then pupils should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst **DIRT** is taking place.

#### Work Scrutiny guidelines:

The work scrutiny is completed on three 3 levels. These include;

- **Department learning walks.** These are completed by leadership, faculty leaders, year leaders, subject leaders and teachers. Immediate feedback will be provided to ensure continual development and a system to identify good practice.
- **Whole department work scrutiny** as part of the curriculum deep dive. Feedback provided for the department of the strengths and areas to develop. (Guidelines are given below)
- **In-department work scrutiny.** These are led by the faculties to ensure a rigorous monitoring system has been established to identify areas for development and share good practice. The outcomes are discussed during line management meetings to monitor the impact of feedback and any areas to be developed.

#### Developing effective written feedback

In developing effective dialogic marking, the following are considered good practice:

- Specific pieces of work are chosen for detailed marking within a subject.
- Effective feedback should focus on learning objectives and success criteria/KPI's.
- Teachers help pupils to know and recognise the standards they are aiming for by modelling work or giving examples.
- Marking has evaluative comments using WWW (What Went Well) and EBI (Even Better If).
- Pupils are given DIRT time to act on teacher's marking using RED response pens.

Two questions that underpin the development of effective feedback are:

- Do pupils know what makes a piece of work good?
- How can pupils assess their own work, self-correct and use self-correction to get better?

Peer and self-assessment are valuable tools in helping pupils recognise what they have done well and what they need to do to improve. These:

- Provide opportunities for pupils to complete the DIRT time.
- Require pupils to go through work using appropriate success criteria.
- Enable pupils to clarify their own understanding through discussion and to learn from each other.
- Help pupils to take responsibility for their own learning by helping them to understand their learning needs.
- Allow pupils to be used as 'experts' if they have clearly understood a topic well.
- Support a whole class review of progress e.g., in a plenary.

Where pupils' self or peer mark work it is essential to provide clear success criteria, KPI's and/or mark schemes (whichever is most relevant).

Pupils are expected to use PURPLE pens to respond to marking. All teachers are provided with a supply of these and pupils are expected to have their own as part of the equipment.

Some ideas for developing pupil responses are given below:

- To be useful, pupils need the opportunity to respond immediately after the books are marked (dirt time).
- Pupils will need a few attempts at responding before they can complete the activity independently. Don't expect too much, too soon! Help them by providing some clear guidelines to support them in responding.
- Have dictionaries available on the desk for correction of spelling mistakes.
- Pupils could be encouraged to leave space in their books where the teacher writes a prompt to help improve their work, especially if the response is going to be quite detailed and completed later. Alternatively, a coloured sheet glued into books where pupils are expected to respond to marking can also be useful.
- Be very specific in the prompts you are giving pupils e.g.: Reminder: 'Say more about ....'

Question: 'Can you describe how ...?' Example: 'Can you think of an example to show what you are saying?'

- Highlight key sentences or phrases for pupils to reflect on and re-write. Ask them to highlight their improved sentence in the same colour. This makes it easy for the teacher to monitor, and examples of good practice can be used as a starter in the next lesson.
- Direct pupils to extend their thinking (explain what they mean or give an example) e.g. "Well done. You have explained two different points of view and have used sources to back up your arguments. Even better if you add a conclusion saying which side is stronger and what is your opinion.
- Ask pupils direct questions which they have to answer in their books e.g., you have explained the advantages of living in a democracy, now answer the more difficult question; what are the benefits of living in a dictatorship?

- Comments in SEND/EAL pupil books need to be tailored to the individual pupil. It is important to give them comments which they are able to respond to at their level. Using a combination of verbal and written comments can be completed as a class activity or even one-to one.
- Celebrate good practice - ask pupils who have responded well to explain to the rest of the class how their response has helped them.

### Responsibilities:

- It is the responsibility of the teacher to ensure that the quality of their assessment and feedback is of the highest possible standard. It is the teacher's responsibility to ensure their written and verbal feedback comments are of a high standard and related to success criteria, that they set students improvements and/or challenge activities. Teachers must ensure that they provide opportunities for students to respond to feedback (DIRT time). It is also the teacher's responsibility to go back and check students' responses to improvements and/or challenge activities to acknowledge their efforts and secure their progress.
- Staff will ensure that students are provided with the necessary time to respond to formative assessment and ensure that planning addresses areas of misconceptions. Students will be required to respond to their teacher's feedback by
  - ✓ Extending / further developing answers.
  - ✓ Rewriting pieces of work.
  - ✓ Completing incomplete work.
- Students are required to respond to feedback from both general marking and formal assessments. Feedback may take different form, personal or whole class feedback. Students are required to respond to their teacher's feedback and correct the following using purple pen.
  - ✓ Corrections of spelling or grammar.
  - ✓ Language development (the inclusion of subject-specific key words and concentration on more descriptive vocabulary)
  - ✓ Corrections of incorrect work
- It is the Curriculum Team Leader's responsibility to monitor the quality of assessment within their curriculum area, ensuring that the quality of assessment and feedback is consistently good or outstanding. Department/ Faculty Leaders will conduct formal reviews of students work within each of the key stages in line with the whole school quality assurance process. It is also the expectation that Department/ Faculty leaders will be continually monitoring and evaluating the quality and frequency of feedback in student's books in accordance with this policy. It is the expectation that the format of this monitoring be both regular and rigorous.
- It is the role of the Senior leadership team to support the Curriculum Team Leader in quality assuring assessment and feedback within that curriculum area. It is the expectation that they too, will be continually monitoring and evaluating the quality of feedback in addition to and alongside the Curriculum Team Leader. They will triangulate the quality assurance process and are responsible for ensuring the high standards of assessment and feedback expected at The



Oaks are adhered to within their curriculum area. Ultimately, they are accountable for the quality of assessment and feedback.