MARKING AND FEEDBACK POLICY

All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*

- *Students from all backgrounds and all abilities are welcome;*

- *Each student has the opportunity to flourish and achieve their potential;*

- *We value the individuality of each student within the context of membership of our community;*

- *We are committed to raising educational attainment and improving our students' life chances;*

- *We provide an environment in which all students are self-aware, self-disciplined and confident;*

- *All students will understand how to make a positive contribution to our extended community;*

- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

Approved by:	Full Governing Body; Jane Hobbs, Principal

Last reviewed:	September 2023

Next review:	September 2025

PRINCIPLES OF MARKING AND FEEDBACK

The Education Endowment Foundation (EEF) identifies marking and feedback as one of the major contributing factors to students' progress, capable of producing up to eight months of positive impact. It is a core component of assessment for learning, data informed practice and personalised learning. Above all, it is an opportunity to have an individual dialogue with every student. Marking student's work is all about the teacher responding to the individual and gaining knowledge of that individual's learning, progress and attainment. This in turn informs planning and intervention strategies.

It is understood that the feedback provided by the teacher, using their professional judgement will take different forms depending on the nature of the work completed and the type of marking deployed. Feedback may be verbal, visual or written, and may be given to an individual student or a collective group of students. A variety of feedback methods may be used by the teacher, based on their professional judgement and in line with Teachers' Standards.

It is our belief that timely, meaningful and motivational feedback will ensure students:

• know the standard of work they have completed
• understand how to improve the work towards, or beyond, the expected aspirational standard considering their starting point
• reflect on the feedback given and act upon it by improving their work.

It will be at the discretion of the classroom teacher which form of feedback is the most appropriate at a particular time. Examples of different forms of feedback could include: one to one verbal feedback; group verbal feedback; online teacher comments; a teacher demonstration; use of a model answer; use of a visualizer; use of marking codes; written annotations; a written teacher comment; typed teacher comments shared with a group of students on a PowerPoint slide. All of the aforementioned feedback will be in addition and supplementary to the OIAMFS Marking Strategy.

When written feedback is provided the <u>teacher will use a green pen</u>.

Feedback is an integral part of the learning experience. It is vital in ensuring improvement leading to good or outstanding student progress. It is one of the most powerful factors in accelerating student progress and ensuring their well-being.

In order to be effective, feedback needs to be:
- Positive and sensitive (*compassion*)
- Specific and informative (*honesty* and *excellence*)
- Participative (*involving the students themselves*) and celebratory (*integrity*).

Feedback will be appropriately timed and focused on moving learning forward. Teachers will plan how students receive and make use of feedback. Directed Improvement and Reflection Time (DIRT) is an integral part of the Marking and Feedback Policy and a key Assessment for Learning strategy. This provides students with a structured opportunity to improve work to enhance their learning and make progress.

THE OIAMFS MARKING STRATEGY

There are two types of Marking and Feedback we expect to see in students' books, files or folders.

When written feedback is provided the <u>teacher will use a green pen</u>.
The frequency of each type of marking and feedback used will vary between subjects and key stages. However, the school's <u>minimum expectations</u> are outlined below:

1. ACKNOWLEDGEMENT MARKING

This involves checking that the work has been completed to the appropriate standard, that there are no obvious mistakes or misconceptions that need correcting and that the school's Presentation Protocols (see Appendix 1) have been adhered to.

Acknowledgement Marking and Feedback may include: Dot Marking; Find it, Fix it Marking; Margin Marking.

Acknowledgement marking should take place <u>at least</u> once per fortnight.

The teacher will assess each student's classwork and, where applicable, homework throughout and across the academic year. On completion of ongoing written work in books, folders or files, the teacher will provide timely and targeted **'Acknowledgement Feedback'** to ensure high standards are fostered and maintained.

The teacher will provide simple annotation feedback in <u>green pen</u> for targeted pieces of work on the following key areas:

- The attitude to learning demonstrated, such as a positive and motivational comment
- The standard of presentation using the whole school codes
- Key literacy errors such as topic-related spellings, punctuation and grammar (reasonable adjustments will be made for students with specific difficulties) - the whole school codes will be used
- Key numeracy errors such as methodology or calculations (reasonable adjustments will be made for students with specific difficulties) - the whole school codes will be used.

The teacher may provide verbal feedback, including whole class feedback to support the annotation feedback when addressing common misconceptions or subject specific targets identified in acknowledgement marking.

Maintaining High Standards:

Expectations
When completing written work, students will be expected to date and title their work. The title and date must be underlined using a ruler. Students will write in blue or black pen. A pencil and ruler must be used for diagrams, graphs and tables. Students must read, speak and write to a high standard, with fluency, formality and comprehension appropriate to their age and ability.

Students must take care with spelling, punctuation and grammar.

When appropriate, students must demonstrate their method of calculation. Students must glue into their exercise books worksheets and information sheets if required for future reference. A subject knowledge organiser and progress ladder and assessment tracker must be stuck inside the front of the student book/folder/file and a data sticker on the front cover.

Student Response: 'Acknowledgement Feedback'

Students will reflect on, and respond to, the teacher feedback provided for targeted 'Acknowledgement' work. **Students will use a purple pen** to amend and improve their work, presentation, literacy and/or numeracy to the expected high standard as stated in the expectations above. Students will address literacy, numeracy and standards of presentation as stated above.

It is expected that teachers record the standard of student's work in their teacher planner, data file (yellow folder), mark book and/or departmental electronic progress tracker to inform their Data Informed Practice and the Data Capture Process which takes place each term.

2. DEPTH MARKING/ASSESSMENT MARKING

Depth marking/Assessment marking should take place <u>at least</u> twice every six weeks for all core subjects and at least once every six weeks for all other subject areas.

We use "STEP it Up!" (see Appendix 3)

The teacher will indicate where a student has written the best aspects against the learning outcome/question/task/success criteria, using a tick or double tick as appropriate.

A written comment at the end of the work will <u>summarise what is good or better about this work and identify specific areas for improvement.</u>

A capital <u>S</u> in the margin will denote this feedback. (<u>S</u> = <u>Summary</u>)

The teacher should acknowledge what the student has done well. The students should know that they could use this again in their work.

A second written comment will set a focused improvement <u>task</u>. This will provide a clear <u>instruction</u> to the student, aimed at closing the gap in progress and attainment.

A capital **<u>T</u>** in the margin will denote this feedback. (<u>T = Target</u>)

Students will reflect on, and respond to the target set by the teacher.
Students will use a <u>purple pen</u> to amend, redraft and/or add to their work to improve it towards, or beyond, the expected aspirational standard considering their starting point.

A capital **<u>E</u>** in the margin will denote this engagement by students. (<u>E = Engagement</u>).

For performance and skills-based Engagement (DIRT) tasks such as a drama performance, PE performance, art work or a technology product, students will respond by improving their performance, artwork or product. This improvement will be summarised by the student in their books/folder, as appropriate.

Student must actively engage with the task. Time must be planned in to lessons to give students the opportunity to complete the task and for teachers to check their response. This means **DIRT tasks** should be built in to allow students to respond to the Next Steps. This could be as part the first 15 minutes of a lesson or longer episode within the lesson.

Throughout the academic year, the school calendars specific times for "DIRT Week", where students improve their work based on their teacher's feedback.

On completion of the engagement task, the teacher will acknowledge the improved piece of work.

A capital <u>P</u> next to the DIRT work will denote that the teacher has checked the work and improvement has been made. (<u>P = Progress</u>).

Teachers must ensure the target is appropriate to the individual student to ensure improvement is made.

It is expected that teachers record the progress of student's work in their teacher planner, data file (yellow folder), mark book and/or departmental electronic progress tracker to inform their Date Informed Practice and the Data Capture Process which takes place each term.

At key stage three it is expected that marking will be in line with the KS3 common assessment mark schemes, success criteria developed with the students and the Progress Ladders.

At key stage four it is expected that work will be marked and <u>graded in line with GSCE mark schemes,</u> including the language of the mark scheme.

FORMATIVE MARKING VS. SUMMATIVE MARKING

Acknowledgement, depth and peer/self-marking are examples of formative marking. They inform the teacher and student of effective learning and progress, identify next steps and how they can best be taken. It informs teacher's planning. This type of marking and feedback is distinct from the summative assessments that are carried out in line with subject's curriculum mapping and the whole school synoptic assessments completed at the end of the academic year, which judge student attainment and therefore the progress made at a given point in time.

In line with SLT approval, subjects can use either:

- Two book; a Work Book – with acknowledgement marking AND an Assessment Book – with depth marking, including DIRT work being evidenced here
  or
- One book that contains BOTH work and assessment pieces, acknowledgement and depth marking, including DIRT work will be evidenced here

PEER AND SELF-ASSESSMENT

This is a useful activity if done in a learning climate where students have been taught to do this effectively and with respect for their peers' efforts. Students should be trained to use the "Next Steps" (Appendix 4) system against clear and agreed success criteria. This must develop students understanding and application of mark schemes and their language, so that by key stage four they can accurately and critically self and peer assess.

Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there.

Peer and self-assessment can be used at times as an alternative to teacher marking, to balance workload. However as stated above this form of assessment must be timely, effective and impactful.

All peer and self-assessment is written in red pen to highlight it is a student marking and not the teacher.

WHOLE SCHOOL FEEDBACK CODES

All the whole school feedback codes are displayed in every teaching room/area.

Literacy feedback codes:

Code	Meaning	Student Response
Sp	Spelling mistake: teacher will write the code above the targeted topic related word and may provide feedback on how to spell the word correctly	Student rewrites the correct spelling three times in the margin or the student looks up the correct spelling and writes this 3 times in the margin
//	New paragraph needed	
C	Capital letter required	Student is expected to add the capital letter
^	Missing word	Student is expected to add the missing work(s)
??	Unclear meaning	Student is expected to read over the work and reword the section so that the meaning is clear
exp	Writing is poorly expressed	Student is expected to read over the work and reword the section so that expression is appropriate to the intended audience
( )	Words should be left out	Students are expected to cross out the word(s)

Numeracy Feedback Codes:

Code	Meaning	Student Response
W	Work is missing	Student expected to re-visit the question and include the working out
Calc	Error in the final calculation Teacher will write the code above an incorrect answer	Student corrects the error
[ ]	Units missing	Student is expected to add the missing units to the box
ecf	Error carried forward. An incorrect answer has been used to work out a subsequent part of the question	Student is expected to correct the error

Presentation Feedback Codes:

Code	Meaning	Student Response
D	Date needed	Student expected to add in the date
T	Title needed	Student expected to add the title
U	Underling needed	Student is expected to underline the title
G	Loose sheets need sticking in	Student is expected to glue in loose worksheets and information sheets
R	Ruler should be used	Student is expected to respond to this in future work
P	Pencil should be used	Student is expected to respond to this in future work

MONITORING AND EVALUATION

The monitoring of this policy will be the responsibility of SLT. Faculty/Department Leaders must ensure their team follows this policy and also the Assessment Policy.

Faculty/Department Leaders undertake the work scrutiny of their areas in accordance with the whole school evaluation cycle. The quality and effectiveness of marking and feedback is checked during the work scrutiny process which may include Student Voice (see Appendix 2). SLT will oversee the above process. The findings will be fed back to staff with suggested actions for improvement.

POLICY REVIEW

This policy will be reviewed yearly and changes will be made to ensure that this policy reflects best practice and is up to date.

APPENDIX 1

PRESENTATION PROTOCOLS

- No graffiti in or on student books
- Students to write in black or blue pen
- Pencils are used for drawing pictures, diagrams and charts
- A title and date should be written for each lesson and they should be underlined
- Use a single line to cross out mistakes
- No tippex
- No felt pens in books. Use pencil crayons instead
- Teachers use a green pen for marking
- DIRT tasks completed in purple pen
- Red pens are used by students for self and peer assessment
- Any piece of work, which is not up to OIAMFS standard should be improved and redrafted during lunchtime or after school
- Progress stickers on the front of each book, completed following each Data Capture
- Subject knowledge organisers, progress ladder and assessment tracker stuck on the in the front of exercise books/folders/files
- PROUD posters displayed at the front of the classroom.

Be **PROUD** of your work!

P Write in **Pen** – **blue** or **black** ink!

R Use a **Ruler** to draw all straight lines and **Rule off** your work when you have finished.

O **Oops**! Draw a neat line through mistakes with a ruler.

U **Underline** the title and date.

D **Draw** in pencil.

APPENDIX 2

Questions for talking to students about their work

- Show me an example of your best work in this book. What are you pleased with?
- Show me a piece of work where you really improved. What could you do in this work that you could not do before?
- What helped you to improve this work?
- Does anything make it hard for you to improve your work?
- Have you been absent at all? What do teachers do to help you catch-up?

APPENDIX 3

S	= Summary. Your teacher will outline what you have done well and what you need to improve.	✓
T	= Target. Your teacher will set an improvement task.	🎯
E	= Engagement. You will complete the improvement task, using your purple pen.	🖊
P	= Progress. Your teacher will check this work and if improvement has been made, they will mark it with a P.	📈

Summary	Target	Engagement	Progress

APPENDIX 4

Self-Assessment/Peer Assessment

Students can use the WWW and EBI approach.

What Went Well (WWW) will summarise the strengths of the work

Even Better If (EBI) will indicate the suggested improvement of the work.