



One In A Million Free School

Marking and Feedback Policy

2024/25

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

- OIAMFS 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 or exceed 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 will be self-aware, self disciplined and confident
- All students will understand how to make a positive contribution to our community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: September 2024

Next review: September 2025

PRINCIPLES OF MARKING AND FEEDBACK

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007).

The Education Endowment Foundation (EEF) also identifies marking and feedback as one of the major contributing factors to students' progress.

It is a core component of assessment for learning and adaptive teaching and learning. Assessing students' work is the teacher responding to the individual/class and gaining knowledge of the individual/class's learning, progress and attainment. This in turn informs planning and intervention strategies. At One In A Million Free School, we refer to this as Data Informed Practice.

This policy will outline the school's minimum expectations relating to marking and feedback.

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

- know the strengths of the assessed work they have completed
- understand how to improve the work by communicating effective targets
- reflect on the feedback given engaging with it to improving their work
- progress towards, the expected aspirational standard considering their starting point

In order to be effective, feedback will be:

- Positive and sensitive (**compassion**)
- Specific and informative (**honesty** and **excellence**)
- Participative (involving the students themselves) and celebrated (**integrity**).

Whole Class Feedback must be appropriately timed and focused on moving learning forward. Teachers must plan how students will receive and make use of feedback. For example, 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, enhance their learning and make progress.

The OIAMFS Whole Class Feedback Marking strategy

Whole class feedback is a highly effective and efficient way to ensure students and classes celebrate successful learning and overcome misconceptions. By adopting whole-class feedback as a school-wide approach: it reduces teacher workload, focuses the attention of teaching to being responsive to student need, and enables all to think about small-step improvement for their whole class.

The overall aim of whole-class feedback is outlining clearly to students the progress they have made so far and giving them the opportunity to respond to feedback and consolidate learning before they move forward.

This approach means students will know "where to go and what to do next". This will be achieved by breaking feedback down into small, sequenced steps to meet student's needs.

Hattie and Clarke (2019) suggest these areas of focus:

1. **Whole-class feedback between lessons must be sharply focused on success criteria:** If our students don't know where they are going or how they will get there, then the feedback we give is, to them, totally meaningless. Goals should be focused on the overarching curriculum knowledge that is to be learned.
2. **Feedback between lessons must be sharply focused on what success looks like:** Success criteria helps students to conceptualise the learning intention and, alongside models of great work, can be powerful in ensuring that students fully understand where they are and what they need to do next. *See Appendix 1 for Questions for talking to students about their work*
3. **Whole-class feedback must be sharply focused on deepening learning towards a known goal:** Hattie and Clarke discuss how feedback is probably the most effective way to move student learning from "surface" to "deep" understanding. The feedback we give, embedded in the success criteria we create must be focused on the deepening of the learning of our students, not their performance in one lesson.

The following (Read, Reflect, Review and Respond) approach must be followed by teachers when deploying Whole Class Feedback. This is incorporated in the STEP it Up process (*see Appendix 2*).

Read & Reflect: The teacher will read all* students work with the success criteria in mind. Themes will emerge when reflecting on what we have read. *It is important that teachers establish the improvement themes early in the Read and Reflect process. This is achieved by reading the work from a cross section of students from the group, which represent the various cohorts: HAP/MAP/LAP/PP/SEND/LAC etc. This will ensure themes are identified so that effective whole class feedback is planned from the outset to minimise workload.

There may be themes of:

- misconceptions of knowledge which needs to be recapped/retaught
- misinterpretation of the command word/s in a question
- literacy mistakes (*see Appendix 3*)
- poor presentation (*see Appendix 4*)

All of these are underpinned by the understanding that all feedback given needs to be directly linked to success criteria and wider curriculum goals.

While reading each students work teachers must identify good work (one green tick) and excellent work (two green ticks) next to the relevant part of the student's work for students to understand what was good/excellent. Using their professional judgement, teachers must also identify literacy and presentation errors, using the school's codes.

Review: This is completed on a whole-class feedback template slide (*see Appendix 5*).

Teachers will explicitly provide the class with verbal feedback using the slide within the lesson, which must include:

- **(S) a summary of what is good about the work and specific areas for improvement.**
The technique of: WWW (What Went Well) and EBI (Even Better If), may be used to structure this area of feedback. It is essential at this part of the lesson that the teacher discusses with the group, what the class/groups have done well so the students know that they could use this again in their work and how they can improve their work further. This process may be supported by the use of a visualiser to exemplify students work. There may be one summary for the whole class or several summaries targeted at specific groups in the class. Teachers will clearly identify the latter with letters in student books using green pen. E.g., A = a specific summary for a targeted group of students within the class.

- **(T) a target in the form of a task, aimed at closing the gap in progress and attainment.** This may be one target for the whole class or targets for specific groups in the class. Teachers will clearly identify these with letters in student books using green pen. E.g., A = a specific target for a targeted group of students within the class.

Respond: Students must be given time to respond immediately to the whole class feedback given by the teacher or the feedback is likely to be ineffective. Teachers must strategically choose the right times throughout the unit of learning to respond to their students' learning needs and address them accordingly.

Students must record (using purple pen) in their books the summary (S) and target (T) that is relevant to them, as well as completing the feedback task, again, in purple pen.

- **(E) the task is completed by students to ensure they relearn or deepen understanding of a particular area of learning.** This is completed in purple pen. This can include whole class learning where the teachers address the misconceptions by re-teaching or re-visiting the specific concepts, if this is appropriate.
- **(P) will be used to identify when improvement in learning/progress has occurred.** This will not always be immediate as teachers will need to be confident that the learning has been secured in the longer term. Progress can be measured through future Recall Tasks, AFL opportunities and/or through the next Whole Class Feedback point. (P) must be recorded in the teacher's mark book and can be recorded by students in their books if appropriate.

Step-by-step approach to Whole Class Feedback:

- Collect a set of books/work in at a designated point in learning process and for a specific piece of work. Read a cross section of student's work, representing cohorts and note the feedback themes on the slide/sheet of paper
- Read the remaining pieces of work
- On each student's work: identify good work (one green tick) and excellent work (two green ticks) next to the relevant part of the student's work for students to understand what was good/excellent
- Note any literacy/presentation errors and the feedback code
- Create your feedback slide and share with students next lesson
- Plan to address misconceptions by re-teaching the specific concepts
- Devise a feedback task or a set of feedback tasks for your students
- Give students the time and means by which to act upon your feedback, this can be part of a lesson or a whole lesson
- Measure the effectiveness of feedback through future Recall Tasks, AFL opportunities and/or through the next Whole Class Feedback point.

QUALITY ASSURANCE

Student engagement with effective feedback will provide the constructive steps for every student to make at least good progress. Feedback will focus on success and improvement needs against success criteria; enabling students to become reflective learners, helping to close the gap between current and desired progress.

Monitoring of the marking and feedback will be done through work scrutiny which will take place each term. Marking, feedback and student engagement will be a supportive process and used to monitor whole school consistency and evaluated against impact on students' outcomes. All details are recorded on the Work Scrutiny form (see Quality Assurance Policy).

To evaluate whole class feedback, the following must be in place:

- Teachers will print and file every Whole Class Feedback sheet/slide in their Yellow Folder.
- The teacher's mark book/Yellow Folder will include a record of each Whole Class Feedback point using the BRAG rating in line with the data capture process, for each student.
- Students will record (using purple pen) in their books the summary (S) and target (T) that is relevant to them, as well as completing the feedback task (E), again, in purple pen.
- Students will fill in their Assessment and Progress Tracker (see Appendix 6) in their book for each Whole Class Feedback point. The Assessment and Progress Trackers (KS3, Year 10 or Year 11) must be stuck on the inside back cover of their book/folder.

FREQUENCY

The frequency of each type of marking and feedback used will vary between subjects and Key Stages. The school's minimum expectations for Whole Class Feedback are outlined below:

Key Stage 3

- Core subjects (English, Maths and Science), at least twice a half term
- All other subjects, at least once a half term

Key Stage 4

- Core subjects (English, Maths and Science), at least twice a half term
- All other subjects, at least once a half term

ASSESSMENT FOR LEARNING

A key ingredient for effective learning at One In A Million Free School is Assessment for Learning (AFL). This will be seen in every lesson.

AFL is an approach to teaching and learning that generates feedback which is then used to improve students' progress. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. One way of thinking about AFL is that it aims to 'close the gap' between a student's starting point and where we want to be in their learning and achievement. Skilled teachers plan tasks which help students to do this.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

It is essential that AFL tasks are highly interactive, dynamic and responsive processes. More effective teachers will assess learning more frequently as, “Only by assessing what each of our students knows and understands can we decide what to do next.” (Nuthall, 2007).

Assessment for Learning will be embedded into many parts of every lesson.

AFL strategies include:

- Effective Recall Tasks (see OIAMFS Recall Task Success Criteria)
- Mini white boards. Use Mini White Boards for specific questions, usually closed questions. They will enable you to assess responses quickly and act on the results.
- Directed questioning is a way to assess learning quickly and effectively. To ensure it is as effective as possible, ask the question first then choose which student you would like to answer it – this strategy enables students to have “wait time” and it importantly ensures that every student will be listening and thinking as they don’t know who you are going to ask to answer the question! Direct questioning checks what students know, thereby promoting retention but also enables you to assess lots of students quickly. When you ask for student responses insist on full sentences. This not only improves student oracy and confidence but it enables you to assess more accurately...sometimes we find out more and assess better when students are wrong! Key to this AfL technique is for students to understand the no hands rule. It must be clear to students that any of them may be asked to answer a question. This means all remain engaged.
- Another form of direct question is basketball questioning, where you bounce answers around the room. Ask other students to extend answers, comment on previous answers or summarise answers. This strategy will improve the pace of your questioning and enables you to assess more learning.
- Exit tickets. An exit ticket is the answers to a short-completed task that the teacher quickly assesses before the next lesson in order to plan accordingly.
- Hinge questions are similar to exit tickets as you are ascertaining what they whole class know individually, but they differ slightly as the hinge question will take place during the lesson rather than at the end. Provide a question with similar answers (multiple choice questions are good for this), assess the responses (use mini white boards). The responses will tell you if students were correct, close to being correct, wrong or very wrong! From this information it will allow you to determine what learning should happen next. Students who were correct can move on to new learning, while students who were incorrect will practice and revisit previous learning and students who require more assistance can work with you (or your TA or other students).
- Self-Assessment (see below). Student learning can be significantly improved following self-assessment. Ask students to predict how many answers they think they’ve got correct prior to self-marking. This allows your students to think about how much they think they know something. During the self-assessment they are more likely to remember their mistakes they have made and remember to not do it that way again. This is known as the hypercorrection effect.
- Circulation. Circulate around the room, not just to see if students are on task but also to see if and what they are learning. This allows you to showcase great learning and for you to intervene if students are “not getting it”.
- Live marking is basically circulating around the room but with a pen! This allows you to annotate and mark basic misconceptions, spellings and inaccuracies.
- Effective Review Tasks, assessing what students know at the end of a lesson.

PEER AND SELF-ASSESSMENT

This is a useful activity if done in an environment where students have been taught to do this safely and with respect for their peers' efforts. Students should be trained to use the "Next Steps" (see *Appendix 7*) system against the success criteria. This technique 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.

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

MONITORING AND EVALUATION

The monitoring of this policy will be the responsibility of the Teaching & Learning Team. Heads of Department and Line Managers must ensure their team follows the school policy.

Heads of Department and Line Managers will 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. 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.

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APPENDIX









Appendix 1

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?

Appendix 2

The STEP it Up process

STEP it up!			
	<p>= <u>Summary</u>.</p> <p>Your teacher will outline what you have done well and what you need to improve.</p>		
	<p>= <u>Target</u>.</p> <p>Your teacher will set an improvement task.</p>		
	<p>= <u>Engagement</u>.</p> <p>You will complete the improvement task, using your purple pen.</p>		
	<p>= <u>Progress</u>.</p> <p>Your teacher will check this work and if improvement has been made, they will mark it with a P.</p>		
Summary	Target	Engagement	Progress

Appendix 3

Literacy feedback codes


Code	Meaning	Student Response
Sp	Spelling mistake: teacher will write the code above the targeted topic related word and feedback on how to spell the word correctly	Student rewrites the correct spelling three 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)

Appendix 4


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 and use pencil crayons instead
- Teachers use a green pen for marking
- Feedback tasks completed in purple pen by students
- Red pens are used by students for self and peer assessment
- Disciplinary Literacy Glossaries stuck on the inside front cover of exercise books/folder/file
- Assessment and Progress Trackers stuck on the inside back cover of exercise books/folder/file
- PROUD posters displayed on the wall.

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.




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


Appendix 5

Whole-class feedback template slide

Whole Class Feedback		Date:	Assessed Work
Summary (S)		Target (T)	Feedback Task
WWW	EBI		
Spelling and Grammar		Presentation	Progress




Whole Class Feedback		Date:	Assessed Work
Summary (S)		Target (T)	Feedback Task
WWW	EBI		
<p>A summary of what is good about the class work and identify specific areas for improvement, this will be in the form of WWW (What Went Well) and EBI (Even Better If). It is essential that the teacher verbally acknowledges what the class/groups have done well so the students know that they could use this again in their work. This may be one summary for the whole class or for specific groups in the class. Teachers will clearly identify these with letters in student books using green pen. E.g., A = a specific summary for a targeted group of students within the class.</p>		<p>A target aimed at closing the gap in progress and attainment. This may be one target for the whole class or targets for specific groups in the class. Teachers will clearly identify these with letters in student books using green pen. E.g., A = a specific target for a targeted group of students within the class.</p>	<p>Linked to the target, a feedback task that students complete (E) to ensure they relearn or deepen understanding of a particular area of learning. This is completed by students in purple pen. However, it is essential that teachers address the misconceptions by re-teaching the specific concepts.</p>
Spelling and Grammar		Presentation	Progress
<p>Common grammar errors/spelling mistakes that have been identified by the teacher.</p>		<p>Reminders of presentation expectations (see PROUD posters). For example, when completing written work, students will be expected to date and title their work, underlined using a ruler.</p>	<p>How progress (P) will be identified and measured by the teacher. This will not always be immediate as teachers will need to be confident that the learning has been secured in the longer term. Progress can be measured through future Recall Tasks, AFL opportunities and/or through the next Whole Class Feedback point.</p>



Appendix 6

KS3 Assessment and Progress Tracker



KS3 Assessment and Progress Tracker

I am a learner

	DC1	DC2	DC3
Progress			
Att2L			


Progress
Above Target
On Target
Below Target
Significantly Below Target

Att2L
Excellent
Good
Requires Improvement
Significant Concern

Meeting Date	Target Setting	DC1 Progress	DC2 Progress	DC3 Progress
	w/c 7 th Oct 2024	w/c 9 th Dec 2024	w/c 24 th March 2025	w/c 7 th July 2025
Teacher				
Student				
Comments				

Half Term	1		2		3		4		5		6	
Progress												
Date and Assessment												

Y10 Assessment and Progress Tracker



Y10 Assessment and Progress Tracker

My Target Grade is

	DC1	DC2	DC3
Progress			
Att2L			

Progress
Above Target
On Target
Below Target
Significantly Below Target

Att2L
Excellent
Good
Requires Improvement
Significant Concern

Meeting Date	Target Setting	DC1 Progress	DC2 Progress	DC3 Progress
	w/c 7 th Oct 2024	w/c 9 th Dec 2024	w/c 24 th March 2025	w/c 7 th July 2025
Teacher				
Student				
Comments				

Half Term	1		2		3		4		5		6	
Progress												
Date and Assessment												

Y11 Assessment and Progress Tracker



Y11 Assessment and Progress Tracker

My Target Grade is

	DC1	DC2	DC3
Progress			
Att2L			

Progress	Above Target	On Target	Below Target	Significantly Below Target
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Att2L	Excellent	Good	Requires Improvement	Significant Concern
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Meeting	Target Setting	DC1 Progress	DC2 Progress
Date	w/c 7 th Oct 2024	w/c 9 th Dec 2024	w/c 24 th Feb 2025
Teacher			
Student			
Comments			
	Predicted Grade	Predicted Grade	Predicted Grade

Half Term	1			2			3			4			5		
Progress															
Date and Assessment															

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Appendix 7

Self-Assessment and Peer-Assessment

Students can self-assess and peer-assess using the WWW and EBI approach.

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

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

The diagram illustrates two versions of a feedback placemat: one for self-assessment and one for peer-assessment. Both versions are divided into 'What Went Well' (WWW) and 'Even Better If' (EBI) sections.

Self assessment placemat:

- What Went Well (WWW):** A new thing I learned is ...; New keywords that I used today include ...; I have met today's Learning Outcomes because ...; Something I enjoyed today was ...; Something I already knew before the lesson was ...
- Even Better If (EBI):** One thing I need to improve on is ...; Keywords that I need to be able to use include ...; Something I need to revise at home is ...; Spellings that I need to learn include ...; To better meet the Learning Outcomes I could have ...
- Central Box:** Self assessment placemat
Use these to self assess or talk about what you have learned.

Peer assessment placemat:

- What Went Well (WWW):** I like this work because ...; This work meets the Learning Outcomes because ...; I like the way you explained ...; ... is well written.; Good keywords you used include ...
- Even Better If (EBI):** You could have explained ___ in more detail.; Check your spelling of these words ...; You must evaluate the points you made ...; You could have used these keywords ...; To fully meet the Learning Outcomes you could ...
- Central Box:** Peer assessment placemat
Remember! Be honest but positive!