**Kenton School**

**Policy Documentation**

**Policy: Feedback and Marking**

Responsibility for Review: Assistant Principal for Teaching and Learning

Academic year 2020-21



Core Principles:

1. Feedback is information given to the student or teacher about the student’s performance relative to learning goals or outcomes. The sole focus of feedback should be to further students’ learning by redirecting or refocusing either the teacher’s or the student’s actions. (Appendix 1)
2. Feedback should be meaningful, manageable and motivating. The evidencing feedback is incidental to the process. Additional evidence does not need providing for external verification. (Appendix 2)
3. Written comments in books should only be used where they are accessible to students according to their age and ability.
4. Feedback given closest to the point of work is most effective, that is, feedback given in lessons is more effective than comments provided at a later date.
5. Feedback takes various forms other than written comments and should be used as part of assessment process in the classroom.
6. All students’ work should be reviewed by teachers at the earliest appropriate opportunity so that it can inform planning and therefore impact on future learning. If work is reviewed in books it should be acknowledged by students.

Practice:

***Please work on the principle that the first piece of work produced by a student at the start of the term will be the weakest and from there work should improve and progress should be clear. At the start of every term work needs to be looked at, within the first two weeks, and challenged for both school and departmental expectations to ensure no regression’***

**Presentation** *Meaningful*

* Consistent use of DUMTUMS every lesson.
* All writing should be in black or blue pen.
* Drawings graphs (use graph paper and axis labelled) and tables (units in heading only) should be in pencil and use a ruler.
* Challenge untidiness and graffiti.
* ***Reduce workload - only comment when students do not above adhere to the above***

**Regularity** *Manageable*

Formative feedback and opportunities for students to respond should be as follows:

* Core subjects 4x per term
* EBACC subjects 3x per term
* Non EBACC(inc. Art) 2x per term
* Technology KS4/5 follow the guidelines from the exam board

**Good examples for formative feedback** *Meaningful*

* Explain the strengths – what the student has done well and then a clear focus on how to improve.
* Both strengths and improvements must be linked to an assessment criterion in order to show clear progression. e.g. “to achieve a level 4 you must use connectives between sentences.”
* **Empower the student, if their work is insufficient for your feedback, state this, ensure the student takes responsibility for their learning (not you).**
* **If the student has made insufficient progress state this.**

**Quality of Feedback**

Feedback should:

* be consistently high quality and constructive
* model high standards of literacy/oracy
* be specific about strengths so that the student knows what they have done well and
* can build on these areas
* identify clear and specific areas for improvement so that the student knows what they
* have to do to improve
* be motivating for students and promote a ‘growth mindset’
* challenge students to think at a deeper level be manageable for students to act upon.

Care should be given to the tone of feedback. Praise points should be used where appropriate to show that teachers value the efforts of students, but praise should not mask areas for improvement.

**Impact of Feedback**

Feedback is not effective unless it has had a positive impact on students’ progress. Teachers should ensure that students have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively. These opportunities may take different forms according to the subject area and topic being studied, for example:

* Re-drafting sections of work in light of the feedback
* Correcting misconceptions or errors
* Answering challenge questions that promote greater depth of understanding
* Acting on the targets in subsequent pieces of work

**Responding to feedback** *Motivating*

* For each piece of formative feedback students should be given an opportunity to respond
* A recommended way of doing this is a strategy such as “pink to think”.
* To make responses (and therefore progress) clear it is recommended that students respond in green pen.
* Build this into lesson time

**Literacy** *Meaningful*

It is the responsibility of **all** teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include:

* subject-specific spelling
* explicitly teaching the genre/styles of writing that are relevant for the subject
* identify where students are making mistakes and address them directly.
* staff should follow our whole school “vocabulary” priority.
* Staff should mark to correct at least ***three*** subject spellings and ***three*** punctuation errors using the whole school marking codes.

*C= Capital letter, SP=Spelling, P= Punctuation, GR = Grammar.*

* Up to ***three*** spelling errors per piece of work should be corrected by the marker and written out three times to emphasise the correct spelling.
* Each term there will be a literacy focus to address within formative feedback. Please refer to marking codes in exercise books.
* All teachers are teachers of literacy.

**Peer and self-assessment** Manageable

* Students should be given a chance to peer and self-assess at least once per half term as a minimum.
* Non EBACC subjects should aim for at least once per term as a minimum.
* Peer/self-assessment should be high quality and meaningful (for example a simple subject area mark scheme would be useful) if this is not done well it can undermine marking.
* Students should be taught to respond as a teacher would, making specific comments linked to the mark scheme or success criteria for the lesson.
* Do not accept ‘do more work’ or ‘neater handwriting’
* To reduce your workload maximise opportunities to utilise the students in peer and self-assessment.

**Whole class and live marking** Manageable

* We have a research group continuing the work of middle leaders in trialling whole class feedback and live marking. The targeting of Pupil Premium students first during ‘live’ or ‘over-the-shoulder’ marking should be common classroom practice. Live marking might be to model to the student or further challenge their understanding. Whole class marking should champion good work through ‘polaroid moments’, identify misconceptions, challenge underperformance and inform planning of the next lesson.

**Appendix 1 – EEF Teaching & Learning Toolkit - Feedback**



**Appendix 2 – DfE Workload Review Group Marking Report**

