



## Feedback and Marking Policy – Updated July 2016

Aims	<ul style="list-style-type: none"> <li>• To maximise student progress</li> <li>• To improve levels of reading, writing and mathematics</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• To provide high quality feedback to students</li> <li>• To provide a manageable schedule for teaching staff</li> </ul>
Stakeholders	<ul style="list-style-type: none"> <li>• Students, parents, teachers, Heads of Faculty, SLT</li> </ul>
Responsibilities of students	<ul style="list-style-type: none"> <li>• To act on all feedback to improve their learning</li> <li>• To follow up Literacy errors highlighted in Marking</li> <li>• To self-check and proof read work before completion</li> <li>• To request additional feedback when required</li> <li>• To be aware of their target levels/grades and their current tracking level/grade</li> <li>• To give sensible peer/self assessment as requested by the teacher</li> </ul>
Responsibilities of Class teachers	<ol style="list-style-type: none"> <li>1. To ensure that every time we ask students to commit work to paper, that work is <b>marked</b> with a minimum of one of the marking codes below. This can be done by the student, a peer, or the teacher</li> </ol> <p><b>Marking</b> (not necessary to write an M)</p> <p>This is the normal marking required so that the student can see how they have done against learning outcomes or a mark scheme. This will involve annotating the work. Marking will identify any gaps, check accuracy, and literacy and / or mathematics as appropriate.</p> <p>Marking should use the following annotations:</p> <p> – Spelling error (word circled)</p> <p>P - Punctuation error</p> <p> – Grammar or expression error (beneath sentence/phrase)</p> <p><input checked="" type="checkbox"/> Good work</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> - Very good work</p> <p>Teachers should apply the Literacy annotations (spelling, punctuation, grammar/expression) within a deliberate, focused approach as most relevant to the learning intention and success criteria. Examples could include:</p> <ul style="list-style-type: none"> <li>• Close marking of a paragraph or two for accuracy of expression and punctuation</li> <li>• Checking the accuracy of key words in the learning</li> <li>• Close marking of an exam question with a focus on the appropriate structure to gain maximum marks</li> </ul>

	<p>2. To provide <b>feedback</b> to students using the MCS approach at least once every 6 to 9 hours of lessons</p> <p><b>Marking</b> as above</p> <p><b>Constructive comments on what students can do to improve, this should include an action to engage students with the marking (Write a C)</b>  Give specific targets for improvement and an action eg; a question to answer, task to do skills to develop, redrafting, corrections, writing a plan/targets for improving work next time. The comment must relate to the success criteria for the task or unit of work. The comment may be for immediate action or to inform learning over a longer period. It must lead to a response from the student prior to the next piece of MCS feedback.</p> <p><b>Student Response (Write an S)</b>  Here students will make their responses to the task given. Students will also respond to any literacy feedback by correcting spellings 3 times in the back of their exercise book on a designated spelling page.</p> <p>In addition, in support of effective Teaching and Learning, teachers must:</p> <ul style="list-style-type: none"> <li>• Use a range of feedback methods to promote student reflection on their work, including peer and self assessment.</li> <li>• Ensure students complete their student responses</li> <li>• Make and maintain a formal record of students' progress</li> </ul>
Responsibilities of Heads of Faculty	<ul style="list-style-type: none"> <li>• To provide SOL which details summative assessments and gives guidance on suitable formative tasks (homework and classwork)</li> <li>• To collect all summative assessment grades/levels to monitor student progress</li> <li>• To ensure feedback and marking is positively improving learning</li> <li>• To monitor policy through work scrutiny</li> </ul>
Responsibility of form tutors	<ul style="list-style-type: none"> <li>• To pass on any relevant feedback from parents to the subject teacher or Head of Faculty as appropriate.</li> <li>• To support student improvement by discussing feedback in learning conversations</li> </ul>
Responsibility of Leaders of Learning	<ul style="list-style-type: none"> <li>• To ensure feedback and marking is positively improving learning</li> <li>• To monitor policy through work scrutiny</li> </ul>

Responsibility of Senior Leaders	<ul style="list-style-type: none"> <li>• To ensure feedback and marking is positively improving learning</li> <li>• To monitor policy through work scrutiny</li> <li>• To review policy annually</li> </ul>
Responsibility of Governing Body	<ul style="list-style-type: none"> <li>• To ensure feedback and marking is positively improving learning</li> </ul>
Supporting documents	<ul style="list-style-type: none"> <li>• Homework Policy</li> <li>• Teaching and Learning Policy</li> <li>• Assessment and Reporting Policy</li> <li>• Presentation guidelines</li> </ul>
Review date	July 2017