# Falconer School

# FEEDBACK AND MARKING POLICY

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| **Last Reviewed:** | September 2024 | **Next Review:** | September 2026 |
| **Reviewed by:** | Governor | | |

**Rationale**

This policy aims to provide clear guidance and expectations for all stakeholders in order to achieve a consistent learning experience across the school. To secure student progress, we aim to evidence and value the learning journey by demonstrating a clear and recorded feedback dialogue. Effective and regular feedback in all its forms enhances the quality of student work in terms of content, literacy and presentation.

**Aims**

We aim to:

- provide feedback which underpins accurate assessment, offers supportive guidance to students, encourages precise planning and supports effective partnerships with parents
- evidence and signpost the learning journey by demonstrating a clear and recorded feedback dialogue between all stakeholders
- empower students to assess their own work, know how to make progress and put it into practice
- develop confidence in using and applying subject-specific academic language
- motivate students to improve the quality of their learning by indicating areas for development
- value and promote good presentation of work (see Appendix 1)

**Asking questions of ourselves**

- how will the feedback promote learning?
- when is marking the appropriate type of feedback?

Each Teacher and Teaching Assistant provides and gathers feedback from the classroom and what has benefited and motivated the pupil, what places pupils under undue pressure on the pupil and how to provide a mechanism that promotes equality and fairness. This document provides a working framework, but does not provide an individualised plan for the classroom and curriculum in meeting the needs of a varying group of pupils requiring a humanised, individual and fair feedback mechanism.

**Promoting Difference**

Although Falconers secondary school generally provide a form of similarity, sameness and safeness, which are excellent guiding principles, it is imperative in the school to recognise that behaviour is a form of communication. Music, Art and Drama are exemplary ways to demonstrate inner feelings and subsequent behaviours. Pupils may have a reduced timetable or even a timetable whereby expression is vital to a calm individual. In allowing and supporting that behaviour is a form of communication, then we have little choice but to promote and explore the differences and in some cases, celebrate them.

**Practice**

**1 Teacher and Teaching Assistant Feedback**

At Falconer School, there are two expected forms of feedback and marking, formative and summative and two others that may need to be adopted for an individual pupil. Teachers are required to use green pen for all formative and summative comments, and purple pen to highlight Spelling and Grammar (SPAG) errors.

**Formative feedback**

Teachers and TAs are encouraged to use live marking methods as well as verbal feedback to provide instant feedback to students within lessons. Live marking has been shown to increase student confidence and motivation, particularly where students can only focus for a short period.

Feedback should be led by supportive, positive comments. On key pieces of work this may be followed with grades/marks or levels. The primary focus of comments should be on areas of success and identifiable next steps. Teacher/Teaching Assistant feedback does not need to be lengthy to be personalised and useful.

Formative feedback should:

- acknowledge work completed within the lesson through ticking, initialling, smileys or stamps
- include verbal feedback in every lesson to every student, which is noted by writing VP on the student's work
- identify strengths and weaknesses and congratulate good work
- include correction of SPAG errors in the margin in purple pen (see Marking for Literacy, below)
- note whether a student has achieved the success criteria for the lesson or still requires more work to achieve the criteria, by highlighting the Learning Objective in Green or Yellow respectively
- Include www, ebi and student comments at the end of a topic or approximately every three weeks, followed by a DIRT session during which students have the opportunity to review the comments, feedback to the teacher, and complete a question/activity that relates to the ebi comment
- Provide the student with interim targets where appropriate which allow progression towards a level or grade

**Summative feedback**

- should take place at the end of each half term, when a piece of work must be levelled or graded
- the piece of work does not have to be a test, and could be in the format of a quiz, a poster, a mindmap, etc.
- should identify and communicate one or two targets with the student which is linked with the assessment criteria and is focused on achieving the next level
- should correct, in line with literacy and numeracy policies, errors in punctuation, grammar, spelling and number work
- will take place with the student's full knowledge of the assessment criteria and target level
- must be recorded and mapped by staff and students on the Progress Tracker inside the student's book
- should inform student progress

The level or grade achieved by the student on the piece of work or test completed at the end of the half term, would be expected to be in line with the average level that the student has achieved for that half term on the weekly assessment marksheets. Where there is a notable discrepancy in level, the teacher should identify why there is a difference and recognise this when giving feedback to the student. Possible reasons for a discrepancy could include, but are not limited to, the student being unsettled after an incident or being exceptionally tired.

Note: Individual departments may have specific arrangements for marking and feedback that reflect the nature of their subject Schemes of Work and/or their Examination Board requirements.

**Peer and self-assessment**

A strong culture of peer and self-assessment needs to be established throughout the school and college, starting from when pupils join. Strategies to develop pupils' capacity for self-assessment are essential and the suggestions are provided to help develop effective practice: a) Introduce pupils to self-assessment using samples of anonymous work and ask pupils to describe what feedback they might give to the author of the work. Pupils can then move more confidently into peer assessment. b) To develop pupils' reflective skills, start with a simple approach of 'plus, minus, interesting' when judging a piece of work. c) Pupils may be asked to reflect on something they found challenging or easy or how they might improve if they did the task again. (It may be worthwhile telling pupils in advance that they won't have to make the improvements they have identified on this piece, to avoid the incentive to say the work is fine as it is!) d) Teachers may select a good answer to share with the class and pupils use this to improve their own work. e) Create pupil-friendly mark schemes so that pupils can mark their own work effectively. f) Issue highlighters to pupils so they highlight areas of work where they have demonstrated evidence of skills according to the mark scheme, or success criteria for the piece of work. g) Develop pupils' meta-cognitive skills so they understand how they learn best and can apply this to their own self-assessment.

**No More Marking**
This advocates comparative judgement; instead of marking an essay against a rubric, mark the essay against other essays. Instead of making an absolute judgement about one piece of work in isolation, comparative judgement involves making a series of comparisons about pairs of pieces of writing. In this way we can understand pupils' progress relative to others. The advantages are it is quick, accurate, can be used immediately to give helpful and specific feedback, and has longer-term potential to change and improve the way you teach writing.

**2. Marking for Literacy**

The teaching and promotion of literacy and spelling, punctuation or grammar is the responsibility of all staff at Falconer School. All pieces of writing must be marked for literacy (see Appendices)

To promote language for learning:

- key vocabulary should be highlighted as part of the learning and displayed in classrooms
- students are expected to use key vocabulary in their writing
- students are expected to correct their spellings

Spellings will be marked using purple pen by:

- selecting key words as appropriate (up to a maximum of 3 in any piece of work)
- underlining/circling the mistake
- writing the correct spelling
- placing the 'SP' code in the margin
- annotating incorrect spellings with 'x 3'

**3. Dedicated Improvement and Reflection Time (DIRT).**

Teachers and teaching assistants should alternate their regular formative feedback with other forms, such as peer, self and verbal; facilitated through Dedicated Improvement and Reflection Time (DIRT). It is recognised that it is the nature of our cohort that some students will struggle with peer and group feedback, so it is important that such activities are carefully planned with exemplars to compare, and that students are supported throughout the process to ensure appropriate feedback.

DIRT is a valuable and expected feature of classroom practice. Every teacher should provide DIRT opportunities throughout the dialogue and always after the significant pieces of work identified in a scheme of learning.

**4. The Role of the Head of Department/Subject Co-ordinator**

Heads of Department and Subject Co-ordinators are expected to:

- provide staff with clear expectations
- promote and achieve effectiveness and consistency across the department and/or subject area
- work with teachers to identify the significant pieces of work within a scheme of learning that will be formally assessed and reported
- ensure feedback or work sampling is reviewed at every departmental or line management meeting
- decide how best practice in relation to teacher and teaching assistant feedback within the department will be identified and shared
- ensure consistency across the department through regular learning walks, drop-in observations, work sampling, standardisation and moderation

**5. Engaging Parents and Carers**

Parents and Carers will receive termly written feedback signposting a student's learning journey over the term or year. This will include the student's level or grade, www and ebi comments in each subject and together with feedback from the form tutor. At KS3, levels will be the student's Age Related level in each subject. KS4 students' levels will be given according to the examination board, eg GCSE, BTEC etc.

**6. Sharing Best Practice**

To professionally develop all staff and ensure consistency we are committed to celebrating and sharing best practice through relevant CPD opportunities including:

- peer observations
- learning walks
- professional discussions in department and line management meetings
- sharing best practice in staff briefings
- book/work sampling
- training sessions on INSET days and weekly training sessions

**7. Summary**

a) A student focused learning journey will be clearly evidenced by:

- shared success criteria
- regular teacher and teaching assistant written and verbal feedback
- clearly signposted reflection and improvement opportunities provided within lessons
- student responses to feedback

Feedback and student responses are evidence of a constructive dialogue between teachers, teaching assistant and students about their learning and should always lead to progress.

b) Additional Feedback Strategies

At Falconer School we maintain an on-going commitment to the development of these and new strategies. In addition, throughout the school year there are a variety of professional development opportunities to enhance staff expertise and consistency in quality feedback.

It is a teacher's responsibility to engage with a range of feedback techniques and to be familiar with what works well for their students and constitutes best practice. The following strategies are not exhaustive, but are considered best practice:

- using success criteria (including literacy and technical accuracy development areas)
- guided/personalised questions
- correcting spellings x 3 (no more than 5 identified words in any one piece)
- use of modelled and exemplar responses
- opportunities within lesson for students to gather good practice from their peers in order to enhance their own work (e.g. 'Magpie Notes' and 'Wonderwalls')
- autopsies involving highlighting key successes within work
- highlighting and promotion of subject-specific academic language
- extended dedicated time in lessons for reflecting and revisiting work (DIRT)
- extension and embedding tasks
- exit cards

**Monitoring and Review**

This policy will be monitored and reviewed every two years by the Governors and Head Teacher.

Appendix 1

# Falconer School Literacy Marking Symbols

**Marking Differentiation**

**For students working at or above age related levels put the symbol at the end of the line. Ask them to re-read the line and identify the mistake.**

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| SP | There is a spelling mistake on this line. You need to correct this. |
| P | There is a punctuation mistake identified by a circle on this line.You need to revise the rules of punctuation and correct this mistake. |
| cap | You have missed a capital letter or added an unnecessary capital letter in the place indicated by a circle on this line. |
| NP | You should have started a new paragraph in the place marked with //.<br>You need to revise the rules for paragraphing. |
| exp | The section of your work underlined with a wavy line does not make sense or is not clearly expressed. Please rephrase this section. |