

## Skipton Girls' High School

### MARKING AND FEEDBACK POLICY

This policy relates to routine classwork and homework, rather than work being formally assessed for external examination purposes.

#### Principles

- Marking and feedback have the key purpose of actively promoting learning and progress in each subject.
- All students have the right to receive regular and timely feedback on their work and progress in every subject.
- All feedback should be personalised to the individual needs of each student.
- Formative assessment is an essential tool that teachers should use routinely, ensuring that students receive regular feedback to enable learning and progress and using any assessment information to plan future teaching.
- Marking and feedback will promote innovation, collaboration, inclusion and communication (the school's core values).
- Marking and feedback will promote motivation, resilience and metacognition, encouraging students to be strong independent learners and to take ownership of improvements to their work.

Teachers will recognise that marking and feedback is an essential part of their role, as outlined in the **DfE Teachers' Standards (June 2013)**:

#### ***A teacher must make accurate and productive use of assessment***

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

#### **Forms of feedback.**

Both written and verbal feedback are essential to a student's progress in each subject.

Both types of feedback can be given by teachers, associate staff and by peers (providing they have been trained in how to give feedback). Students will also have opportunities to self-

mark when provided with a clear mark scheme and/or model answers by the teacher.

The main advantage of self and peer-marking is that they both help students to understand marking criteria and to understand how they can improve their own work. The main advantage of teacher feedback is that the teacher can identify areas of strength and areas of improvement, which will then inform future teaching and learning.

More innovative forms of teacher feedback (e.g.: work annotated online, QR code marking linked to audio/video feedback, coded whole class feedback) will also be used where considered to be the most effective method.

### **Frequency of Feedback and Marking**

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and student (and between students themselves) is crucial to learning.

Written feedback will be regular and timely in order to have the maximum impact on learning. Learning Directors and Curriculum Leaders will determine the specific timings of written feedback by subject area.

The key expectations are that marking and feedback are frequent enough to positively impact on progress and that they are timely in relation to the work the students have been doing.

Consideration also needs to be given to teacher workload, and subject leaders should set expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or on their wellbeing. Efficiency is crucial.

### **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/house 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

Appropriate amounts of class or homework time can be devoted to facilitate this, but care should be taken to avoid homework being the sole vehicle for acting on feedback.

## **Spelling, punctuation and grammar**

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.

Care should be taken to personalise marking and feedback, especially for students with Special Educational Needs, to avoid over-correcting mistakes and allow students to focus on key points.

## **Commitment to Learning**

Teachers should use marking and feedback to promote outstanding commitment to learning among students. Teachers should aim to ensure that:

- students display pride in, and commitment to, their learning
- there is genuine engagement with the subject
- there are opportunities for students to display intellectual curiosity.

## **Quality Assurance**

It is the responsibility of Learning Directors and Curriculum Leaders to monitor the quality and impact of marking and feedback in their subject areas. This will be done during faculty reviews and systematically at other points through the year.

SLT will also undertake work scrutiny of specific students, groups of students or year groups during the academic year. Where there are concerns over the marking and feedback in a particular class, the Learning Director will consult with their SLT line manager and the Assistant Headteacher: Teaching, Assessment and Learning about the appropriate course of action to be taken.

This policy will be reviewed in line with DfE guidance.

The governors will ensure that there is a Marking and Feedback Policy published on the school's website.

**Updated:** January 2019

**Policy Review Cycle:** Every 3 years and/or when appropriate change is required

**Author:** Lucy Greenwood: Assistant Headteacher - Teaching, Assessment & Learning

