Student Feedback and Marking Policy

This policy should be read alongside the SENDAT statement of Intent

Related policies:

- Assessment
- Teaching and learning
- Remote learning
- Subject policies

Purpose of this policy

The purpose of this policy is to make explicit how the staff working with students mark work and provide feedback. **All** members of staff are expected to be familiar with the policy and to apply it consistently.

It is important that staff working with students provide constructive feedback to children, both written and verbally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do and to make progress to the next level in their learning journey.

Opportunities for checking and assessment of learning

Checking work is built into the process of planning and leading learning and helps staff to focus on the signs of progress during lessons. By continually checking on progress, staff working with students can maximise and reshape teaching as required without interrupting the learning of others unnecessarily. This professional practice helps staff determine lesson direction for individuals and groups within the learning, supports planning for the next steps or future learning, and the recording of assessment of learning.

Aims:

- **Meaningful**: feedback and marking should vary by age group, subject and what works best for the student and teacher.

- **Manageable**: feedback and marking practice should be proportionate and in the moment to be most effective. During the lesson is the best time to capture learning and focus. This may not be always possible.

- **Motivating**: feedback and marking should help to motivate students to make further progress. Do not assume this means writing in-depth comments or being universally positive. It should focus on recognising students' successes and helping them to develop clear strategies so they can improve their work.

Expectations of staff working with students:

- Give constructive advice which recognises success and ways how to improve. Mark what you are intending to assess – this is usually framed or referenced in the learning objective for the lesson.

- Indication of level of support or independence as and where appropriate.
- Support students to help them see they are learners and can make progress. This could involve aspects of personal targets (eg. From the ILP (Individual Learning Plans).

- Impact on student progress and attainment including the consistent motivational use of the school reward system (eg. House points, merits, etc.).

- Where appropriate, opportunities for students to mark their own work and work of their peers should be part of learning.

The role of the Subject Lead/Lead Teacher:

- Ensure the marking policy is effectively and consistently implemented.

- Plan opportunities to scrutinise work samples that are carried out in line with the agreed quality assurance activity schedule and feedback is given to teaching staff.

- Plan opportunities to moderate key marked pieces of work which ensure consistency across the teams.

- Monitor marking to assess student motivation, there is an impact on self-esteem, including the use of rewards such as house points, merits, certificates, etc. This could include student feedback to staff.

The role of the Leadership Team:

- Monitor the implementation of the Marking Policy

- In liaison with staff teams working with students and including student voice, where appropriate, evaluate the implementation and impact of the policy and practices as part of planned assessment cycle activity (eg. within 3 years or less)

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Next review:	**2025**
Governance:	**This document was accepted by the Trust** *This document needs to be referred to the governance following major changes.*

Appendixes- *Local marking and feedback procedures*

<u>Chalk Hill</u>

Principles

In addition to the purpose, aims and expectations set out in the Trust policy, at Chalk Hill we also believe that:

- Our approach to marking and feedback should make it clear to students that it is for their benefit – we do it for them.
- Marking and feedback demonstrates to students that their work has been looked at and valued.
- Marking and feedback should inform teachers' planning and identify any gaps in learning
- The nature and content of the feedback should be relevant and accessible, personalised to every student's needs.
- Regular opportunities for marking and feedback should be planned for, ensuring time is allowed for students to reflect and act on it.

Frequency

There is no fixed frequency for marking and feedback at Chalk Hill, because the expectation is that it is part of a constant and ongoing dialogue with students, about their learning.

Summative tasks should be set and assessed at the end of every half term, in order to identify and evaluate progress made over a unit of work. These can be set using a range of approaches, tailored to the needs of the students.

Types of feedback

With a high level of supporting evidence, the Education Endowment Fund states that feedback to students has a high level of impact for low cost. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show higher impacts overall.

With this in mind, feedback at Chalk Hill can include:

- Written comments, identifying strengths and targets
- Verbal feedback from the teacher, Teaching Assistant or peer(s)
- Self-assessment
- Videos
- Photos

Recording of Feedback

It is an expectation of all teaching staff that the feedback they give to students will be logged/ recorded. This will usually be in students' exercise books and folders of work

It is also expected that staff will all use the agreed symbols and levels of support listed below

This is the most basic level of marking and feedback: Staff will use the codes below, or ink stamps if they prefer, to indicate the type of feedback given, levels of adult support.

Feedback symbols

TA **Target Achieved**

PM **Progress made**

VB **Verbal Feedback**

GW **Group work – Student contribution to be highlighted**

Sp. **Incorrect spelling**
Underline and insert correct spelling in margin as appropriate

Target Arrow
State next target as a result of work eg. "Remember capital letters at the start of the sentence"

Levels of support

The following levels of support and be used to help develop a fuller understanding of the students' achievements and progress in this setting:

1. Fully supported	Mirroring or copying the skill or task with full adult support.
2. Guided	Can achieve through 1-1 or group work discussion and/ or with physical support from an adult
3. Prompted	Can achieve with one prompt from an adult, eg. this could be a question to prompt an answer
4. Independent	Can achieve without additional adult support in this setting
5. Applied	Can achieve in different lessons and contexts without additional support in this setting

In addition, colleagues are also expected to record briefly, and in student-friendly language the content of the feedback, always including a positive and a target.

Duke of Lancaster

Currently under review

Marking methods at Priory School:

- Verbal comments and feedback during the lesson - use of agreed symbols and level of support is part of professional standards and expectation

- Basic level of marking – use of specific codes and use of ink stamps to indicate levels of adult support (Teacher or STA assisted, independent, objective achieved). *See Marking symbols and Levels of support below*

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Stone Lodge Academy – Marking Methods

Achievement in lessons

A+	A	B	C
I exceeded my target	I met my target	I am working towards my target	I did not meet my target
Mastery	Secure	Develo ping / Emergi ng	Experiencing

Effort

1	2	3
I stayed focused on the task	I stayed focused for some of the time on the task	I needed an adult to help me stay on task
Mastery / Secure	Developing	Emerging / Experiencing
Progress	**Intervention and support for learning**	**Attitude to learning**
Experiencing	**Fully Supported**	

The pupil has encountered and been given opportunities to come into contact with outcome objective	Mirroring or copying the skills or task with full adult support	**Cause for concern**
Emerging The pupil has encountered and shown an interest in the objective outcome	**Guided** 1:1 or group work discussion with physical support from an adult	**Inconsistent**
Developing The pupil has had opportunities to experience outcome and is starting to engage in objective	**Prompted** Task achieved with Clueing/Scaffolding/Modelling/Effective questioning or instruction by an adult	**Working as expected**
Secure The pupil is able to engage mostly independently in objective outcome. Some prompts or reinforcement may still be needed.	**Independent** Task achieved with no adult support but information may not be retained for future learning tasks	**Excellent**
Mastery The pupil is able to independent achieve objective without further support or reinforcement of learning	**Applied** Skill or task achieved across different learning contexts without additional support	**Outstanding**