



WOLSTANTON HIGH SCHOOL FEEDBACK AND MARKING POLICY

This policy is reviewed on a regular basis by the school's Leadership Team and Academy Council-Education and Standards committee (ESC). Upon each review of the policy, the Leadership Team, line managers and the ESC must ensure that any impact of the provisions of this policy on staff work/life balance and wellbeing is considered and taken into account and, where appropriate, the provisions are amended in light of those considerations

Adopted by ESC: (Date)

1. Key principles

At Wolstanton High School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications on written marking, and the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Reflect or refocus either the teacher or the students actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they went wrong.

Notably the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such Wolstanton High School has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations and those of the DFE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further the children's learning
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- Written comments should only be used where they are accessible to students according to age and ability
- Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date
- Feedback is provided both to teachers and students as part of the assessment processes in the classroom and takes many forms other than written comments
- Feedback is part of the schools wider assessment processes which aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress



- All students' work should be reviewed by the teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed it should be acknowledged in the books

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

2. Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs in one of three common stages in the learning process:

1. Immediate feedback – At the point of teaching
2. Summary feedback – At the end of a lesson or task
3. Review feedback – Away from the point of teaching (including a written comment).

Review feedback should be completed at least once per term. The key assessment task used should be unseen. The content of the key assessment task will be disseminated to subject teachers via Heads of department 2 weeks before students are expected to complete it. This to avoid pupils being taught to the test.

The stages are deliberately numbered in order of priority, noting the feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As a school, we place considerable emphasis on the provision of immediate feedback for the teacher to further adapt teaching.

At Wolstanton High School these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve the use of a teaching assistant to provide support or further challenge• May re-direct the focus of the teaching or the task• May include highlighting/annotations according to the marking code	<ul style="list-style-type: none">• Lesson observations/learning walks• Improvements evident in books either through editing or further working.• Some evidence of annotations or use of marking code highlighting
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes	<ul style="list-style-type: none">• Lesson observations/learning walks• Adaptations to teaching sequences tasks when compared to planning• Peer assessments



	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focussing on areas of need 	<ul style="list-style-type: none"> • Self-assessments • Whole class feedback sheets • E-learning platforms such as Plickers and Quick Key
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provide teachers with opportunities for assessment of understanding • Leads to adaptations in future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action 	<ul style="list-style-type: none"> • Acknowledgment of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequencing tasks when compared to planning • Keys assessment tasks planned in line with Schemes of work. • Purple pen activities

In most cases, written comments will be focussed on extended pieces of written work or key assessment tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. All key assessment tasks that have been identified in the schemes of work should be completely aligned with the requirements and expectations needed to successfully complete GCSE examinations. It is therefore entirely appropriate to use exam style questions that are underpinned by the Assessment objectives for each subject area. There is an opportunity to collaborate with other subject areas that share similar Assessment objectives. Use the [link](#) for an overview of the assessment objectives tested across all subject areas.

'Green for Growth' – All written marking and feedback will be completed using green pen. Staff and pupils will use the 'what went well' (WWW) and 'even better if' (EBI) criteria when completing summary and review marking.

'Purple for Progress' – All responses to feedback will be completed in purple pen. This process can be used in response to all three strands of feedback and should be a useful tool in identifying when verbal feedback has been received.

3. Marking code

Work should be marked for literacy using the following symbols:

Sp - incorrect letter circled in the word = incorrect spelling

// - in the students' work, means start of a new paragraph

^ - missing words which means that the sentence doesn't make sense

? – the meaning is unclear



C – capital letters (usually missing)

P – check punctuation