



## Marking and Feedback Policy

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Aim: This Marking and Written Feedback Policy strives to empower students as self-directed learners by providing clear, actionable feedback that fosters their academic growth and understanding.

## **1. Introduction**

A teacher's responsibility is to help students make consistent development and is widely regarded as including marking students' work and giving comments. Teachers are required to give students "regular feedback... through accurate marking," as stated in the Teachers' Standards.

Furthermore, according to the School Inspection Handbook from August 2016, It is recognised that Teachers who provide students with "meaningful feedback" and show them how to use it, by modelling what a 'good' answer looks like, "improve their knowledge, understanding, and skills" as exceptional practitioners. The school has adopted Rosenshine's Principles of Instruction to underpin their lesson delivery.

According to the Independent Teacher Workload Review Group (2016), providing feedback and giving comments should be "*driven by professional judgement and be meaningful, manageable, motivating and positive.*"

## **2. Scope and Purpose**

The objective of this policy is to create a precise framework for ARTS Education which outlines the aims of marking and verbal feedback, as well as the frequency with which it will take place and how feedback will be given.

### **Policy Statements:**

- Teachers will use their professional judgement to determine the most effective methods to feedback to students.
- All marking and verbal feedback that takes place should be to enable students to improve and progress.
- Marking will be used to assess students' understanding and progress. Feedback will be motivating and positive, identifying strengths, barriers and gaps in knowledge signposting specific areas for improvement.
- Time will be built into planning to enable students to address their gaps.
- Written feedback is clear and transparent, subject specific and appropriate to the ability of the student.

- At ARTS Education we use live marking in addition to checking understanding throughout the lesson through Q&A.
- Students will be expected to reflect and act upon the feedback they receive during subject (and or) intervention lessons to consolidate knowledge.
- Students can expect to receive both written and verbal feedback (individual, small group or whole class).
- Not every piece of work will be marked. All assessment tasks and end of topic outcomes will be marked with feedback and scores will be recorded with a gap analysis for individual focus.
- For students with identified gaps in topics/subject areas (particularly English and Maths) - intervention will be offered as an additional activity that reinforces or extends understanding.
- Written feedback should be legible and take account of students' literacy skills.
- Self and peer marking and feedback are effective strategies that may be meaningfully planned by teachers.
- Providing students with the success criteria and the criteria on which a piece of work will be marked will support them to take responsibility for their own learning.

### 3. Roles and Responsibilities

#### Class Teachers

- Provide feedback, both verbally and written, in line with this policy.
- Regularly and routinely provide motivational and positive written and/or verbal feedback. This could include live feedback during each lesson to consolidate knowledge, and at least one piece of written 'deep marking' feedback with clear and meaningful guidance on how they can make progress.
- Use marking for both formative and summative assessment purposes and identify gaps.
- Mark regularly (where possible, live mark each lesson to consolidate knowledge) and cold mark with meaningful feedback.
- Use marking to inform future planning and in implementation of adaptive teaching strategies where necessary.
- Mark in a **green** coloured pen. Use written and verbal feedback to provide clear guidance to students on how to progress.
- Plan, as appropriate, opportunities for peer and self-assessment, ensuring relevant criteria are provided to students. Students use **purple** pen.
- Encourage students to reflect on verbal feedback.
- Provide legible written feedback, appropriate to the ability of the student.

- Identify meaningful reflection tasks for students to complete and provide opportunities within your lessons or during key skill lessons to allow for student intervention.
- Address any individual issues that may emerge from this process with students.
- Record marks awarded from assessment on a centralised system.
- When feedback identifies persistent gaps in practice, intervention sessions will be used to address barriers to learning.

## **Students**

- Listen to verbal feedback and ask questions if they do not understand something.
- Read all written feedback and ask questions if they do not understand something.
- Where appropriate, make improvements/amend to work in light of the feedback.

## **Parents/carers**

- Encourage students to understand that feedback is positive, is a part of learning and making progress.
- Encourage students to critically evaluate their own work and discuss the progress they have made.
- Support students where gaps have been identified with guidance from their teachers.

## **School Leadership Team**

- Provide training for all delivery staff with regards to using effective feedback.
- Monitor the application of the Marking and Feedback Policy across all subjects to ensure it is consistently and rigorously applied by all delivery staff within the school. This should be done by carrying out a planned programme of quality assurance including work scrutiny, lesson visits and book looks.
- Provide opportunities for teachers across all subject areas to meet and discuss marking and feedback, and share best practice.
- Ensure that where less effective marking is identified and the necessary support is provided to the teacher to enable him/her to improve practice.

## **Governing Body**

- Monitor the implementation of this policy and its impact on student outcomes through discussion with school leaders, teaching staff and subject leads, quality assurance activities and the termly Governor meetings

## **4. Frequency of Marking**

Students will be given feedback for every piece of work or activity they complete, much of this will be in the form of verbal feedback which will reinforce/consolidate learning, motivate and help learners to make progress.

Students should expect to receive one written piece of feedback each week in each subject area that is detailed and meaningful, unless they have needs that mean written feedback would be detrimental to their progress.

Students, when appropriate to their needs, will complete half termly/ end of topic assessments that will have detailed written comments to identify gaps in knowledge or indicate extension work is required

## **5. Pathway one and two learners**

Students who are working from home due to their Individual needs/ learning pathway should be provided with feedback for work/tasks in line with the frequency detailed above, when appropriate. However, how this feedback is given will depend on the student's needs at that time and take into account their anxiety related issues. Where written feedback will be detrimental to a learner's progress, this will be reflected in their baseline assessments. (See section below for further details) The ability of a student to accept and respond to feedback from staff will be seen as progress in some cases.

## **6. Differentiation of learner marking**

It should be recognised that many of our students have had a negative experience of education prior to their arrival at ARTS. This has often impacted on their self-esteem and resulted in high anxiety levels around the feedback given to them for work they have produced. For this reason, ARTS will consider very carefully how it delivers verbal and written feedback to all learners.

Therefore:

- Where students can cope with feedback being delivered as outlined in the rest of this policy, staff will follow the policy.
- Where a student has individual needs that would be negatively impacted by our policy, an individualised plan for delivering feedback will be developed, with the long term plan being to build their resilience and self-esteem enough for them to be able to accept all feedback.

## 7. Format for Written feedback

This is likely to look different for different learners due to their individual needs and experiences.

These students will have feedback where staff clearly identify what has gone well and what would be even better.

<b>Feedback Codes</b>	<b>Meaning</b>
WWW	What Went Well  You used connectives to add an amazing amount of detail. Well done!
EBI	Even Better If  Can you add an adverb before “routed” to tell us how your character is feeling?

**For students who can cope with written feedback in a more complex format and who are preparing for moving to post 16 placements.**

These students are likely to be developing into resilient learners who are preparing to move onto college or other post 16 placements. Their comprehension of text will be good and they will be more independent in their learning.

These students will have written feedback that looks like the following:

*WWW: You used connectives to add an amazing amount of detail. Well done! I loved how you described the cemetery at the beginning of your work, it made me think about how I would feel if I were walking through it.*

*EBI: Next time, could you maybe add in a few sentences about the sounds that you would hear too, because this would make me feel even more scared. For example, you could write something like- “The eerie hooting of an owl swept across the dark night sky”.*

*Try to write a sentence about the sounds in the cemetery below and show where you might insert it into your original writing”.*

## **8. Monitoring and Evaluation**

We will review the effectiveness of this policy and practise every two years through student feedback, parent feedback and staff reflection.

## **9. Conclusion**

This policy strives to create a culture of ongoing learning and improvement, where both teachers and students actively participate in the feedback process. By implementing these guidelines, we aim to empower students to take ownership of their learning journey, develop effective self-assessment skills, and utilise feedback to reach their full potential. By working together, we can ensure that marking- through written and verbal feedback contributes meaningfully to a positive and productive learning environment.