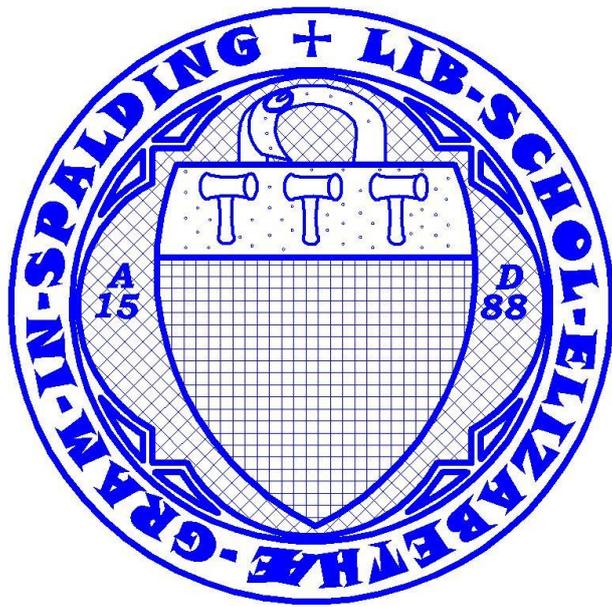


# Spalding Grammar School



## Marking and Feedback Policy

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## **Preamble**

The aim of feedback is to promote student progress. Evidence suggests more marking does not lead to more progress and the principle aim at SGS is to promote **quality over quantity** of marking and feedback.

**Marking** refers to making a judgement as to students' current level of attainment against a set of criteria. This may be a test score or grade (e.g. 1-9). Most commonly, this will be given following a CAT or internal assessment and may be used with Assessed Homework

**Feedback** refers to the recognition of success and progression in students' work and includes advice to further secure improvement. Effective feedback must be **"meaningful, manageable and motivating"** (The Education Endowment Foundation, 2016) and allow for students to make progress.

At SGS we recognise the value of a variety of feedback methods. However, for the purpose of this policy, "feedback" refers to formal feedback given to extended/key tasks to which students respond.

### **1. Students' Responsibility in Presentation and Standards of Work**

- All work must have an underlined date, title and heading, including whether it is Class Work, Prep, or Assessed Homework.
- All sheets must be stuck into exercise books neatly and in the appropriate place.
- All work must be checked by the student for accuracy of SPaG (Spelling, Punctuation and Grammar) before submission.
- Students must ensure they have completed the task set to the expected standard and fulfilled the objectives/criteria. Failure to do so will require students to complete the task before the teacher marks it or offers feedback.
- Students are expected to respond to or act on feedback in a purple pen and should take responsibility for acting on feedback in future pieces of work to ensure sustained progress.

### **2. Regularity and expectations of marking and feedback**

- It is not required that every piece of work will be marked. No 'tick and flick' expected.
- It is the responsibility of each member of staff to reinforce high expectations of presentation (as outlined in section 1).
- Acknowledgement marking should only be done in lesson as a means to celebrate effort and motivate students to complete all tasks well- it should not be carried out outside of lessons.
- Peer and self-assessment are to be encouraged in addition to regular feedback from staff. It is recognised that students benefit from marking their own work and that of others increasing their understanding of assessment criteria.
- Feedback takes a variety of forms and can be either verbal or written. Both are beneficial to students and it is not required that teachers record where verbal feedback has been given.
- Staff will always provide clear expectations/objective/success criteria to students for any assessed piece of work, whether for teacher, self or peer assessment.
- Departments will apply the most appropriate feedback methods that best support the task, student or class (see appendices for departmental policies).

- Frequency of feedback is proportional to curriculum time and will therefore vary between subjects. As a guide, students will receive feedback on marked work at least once every 8-10 lessons.
- Departments can experiment with different ways of demonstrating what is going well and of making targets accessible to students (see sections 5 and 6). However, it is expected that students are aware of what they should be working on to improve. This needs to be clear and concise in language that is appropriate to the age and ability of the student and should lead to meaningful progression in that subject.

### 3. Codes

- All teaching staff have the responsibility to support students in the importance of their written communication. Therefore, all departments must use the codes below to identify common errors in students' work when giving feedback.

Sp Spelling mistake  
 P Punctuation mistake  
 Gr Grammatical error  
 // New paragraph needed  
 C Capital letter needed

- However, departments may use additional subject-specific codes (see appendices).
- Staff are responsible for highlighting errors. Students are responsible for making the corrections.
- If students show a high frequency of errors, staff should prioritise which is most important to address. Referrals should be made to the Communication for Learning (CfL) Lead where appropriate.

### 4. Policy for Feedback and RAFT (Reflecting and Acting on Feedback Time)

- There should be some allocation of RAFT (Reflecting and Acting on Feedback Time) whenever students are given feedback. Teachers are expected to plan for this when setting any key piece of work.
- It is anticipated that the length of time allocated to RAFT should be proportionate to the demand of the task. For example, RAFT to review a CAT is likely to take longer than RAFT to review a short homework task.
- Students have a responsibility to use this time to demonstrate that they have understood and can act on feedback.
- Students will make the most effective use of this time if it is planned, varied and requires high levels of student input. See section 6 for further ideas.
- Students will show their corrections or improved work by writing these in a purple pen.

## **5. Tips and ideas for helping students to access and act on feedback**

The following are suggestions for supporting students with feedback. Staff are encouraged to experiment with different ways of giving feedback, which may include some of the following:

- Always recognise positives (e.g. 'What Went Well' – WWW) in marking and feedback (one of our principles of feedback is "motivating").
- Whenever possible, recognise improvements shown from previous pieces of work/feedback.
- Areas for improvement (e.g. 'Even Better If' – EBI) should be identified where appropriate.
- Differentiate with EBI feedback - less able students should focus on one clear target (in addition to literacy improvement) and will quickly become de-motivated by long lists of improvements whereas more able may be able to cope with more.
- Put your EBI in the form of a question. This will also encourage student independence and better use of RAFT time.
- Ensure that comments are specific to the objective or criteria set.
- Students can be supported in accessing their targets through use of highlighting; either on the whole piece of work, or for longer tasks, a particular section or question. "Think pink, go green" is one example which shows students where they have done well and where they can focus improvements.
- One time saving way of giving feedback is to mark a few exercise books, make a list of numbered bullet points to reflect the main areas for development. Students can then be given a number as their EBI. Display these on the board at the start of RAFT time so that students can begin by identifying and recording their main point(s) of feedback.
- Similar to this method is giving numbered bullet points on stickers and students/teachers identifying which apply to them.
- Where only one specific objective or skill is given as the focus for the task, give feedback only on this.
- With longer tasks or CATs which require a mark and feedback, read the whole answer to decide on level and grade but box only a section for deeper marking where you can comment more fully on areas of strength and development. As well as saving time it allows students to focus more on the feedback rather than trying to follow scattered margin notes.
- Cover sheets can be very useful for project based work whereby key points and criteria for self, peer and teacher feedback and student reflection on their next steps are included and completed at appropriate points in the development of the project.
- Support effective self and peer assessment through the use of checklists for students to look for and comment on.
- Support self and peer assessment through modelling the marking of a piece of work with the class first ('What A Good One Looks Like' – WAGOLL). Visualisers are useful for this purpose.

*This is not an exhaustive list and we are keen to keep adding further tips.*

*If you have used or observed any other successful feedback methods, please contact the T&L Lead to have them included in this document – to help share positive practice.*

## **6. Tips and ideas for use of RAFT**

The following are suggestions for use of RAFT. Whilst keeping to the RAFT principles (section 4), staff are encouraged to experiment with different RAFT methods, which may include some of the following:

- Include time for correction of common literacy errors, identified by staff using the codes given in section 3.
- Allow time to link feedback to progress ladders, to help identify their current grade and how to move to the next grade.
- Allow time for recording in department tracker sheets of their current target for improvement.
- Set students specific short tasks in order to act on feedback - for example 'find and fix three factual errors in your answers'; 'write three accurate sentences including these three key words'; 'find two quotes that you could have used to support paragraph three'.
- Students can respond to EBI questions in RAFT time.
- Students can highlight what went well in their work and areas that could be improved upon using the feedback they have been given. They can then redraft parts that they have identified needs work or reflect upon strategies they could have used to make their work better.
- Circulate a model answer (WAGOLL) and pick out the good features as a class. Students then must compare with their own work and find 1-3 ways in which they can improve their own work with concrete examples from the model. In longer RAFT tasks, students can use this to re-write part of their answer.
- Display a list of common areas for improvement. Alongside each one, list a task that could be completed to improve. In an essay, for example some students could be working on a better introduction, while others are developing PEAL paragraphs and others are re-writing paragraph openings or endings.
- Project/NEA/coursework RAFT tasks may involve students making a plan of action and time frame in order to act on the points of feedback given.
- Use a visualiser or peer assessment to check that improvements have been made to avoid triple marking of work and to increase students' responsibility for improving their own work.

*This is not an exhaustive list and we are keen to keep adding further tips.*

*If you have used or observed any other successful feedback methods, please contact the T&L Lead to have them included in this document – to help share positive practice.*

## **Appendix: Subject-Specific Additions**

Every subject is expected to follow the practices outlined in this policy. However, some of these subjects have additional marking and feedback practices. Please see below for details.

### Business Studies/ Economics

In Business Studies/ Economics the “ebi” should always be in the form of a question posed to students. Students then reflect on this question during RAFT and complete it. This will build on AO3 analytical skills.

Example- Why is it important that business carries out Quality Assurance checks? What can the business hope to achieve?

### Computing (KS3) / Computer Science (KS4)

- Students make use of Google Classroom in their learning and subsequent assessments are submitted using the platform. Feedback is given briefly in a digital format upon return of marked work.
- Feedback is tied to points on the Progress Ladder.
- While RAFT is a regular feature when feedback is given, this predominantly takes place as a whole lesson at the end of each unit of work and prior to the CAT in which all the key skills and knowledge acquired in the Unit of Work are self-assessed and reflected upon. This enables the students to identify their own areas of weakness and address them before sitting the CAT to support and increase progress and achievement.

### English

- In English, where appropriate, students use different colours during self and peer assessment to highlight where they have addressed particular Assessment Objectives. This way, students can see easily if they have not addressed one of the AOs, or if they have focused too heavily on one to the exclusion of others.
- Students are sometimes asked to annotate work that they have redrafted in order to show their awareness of what they have changed and what effects they were hoping to create.
- Identification of SPAG errors will often focus on one particular type of error, e.g. missing apostrophes, their/there/they're etc.

### History

In addition to the codes included above, the history department has three more in use:

- Kn: An indication that knowledge is inaccurate, irrelevant or missing.
- An: An indication that analysis is weak or missing.
- Link: An indication that the link between the student's answer and the question is not clear.

### Maths

In addition to the codes included above, the Maths department has three more in use:

- RTQ: read the question (not answering the question as set / missing part of the question out)
- NGE: not good enough (usually an insufficient attempt at explanation or reasoning or incomplete proof)
- FT (also may be a hooked tick): marks awarded following on from an earlier wrong answer

## PE

In core practical PE, students spend one lesson of RAFT every two-three activity blocks completing their personal reflection logs, in which they are expected to record and reflect upon the verbal feedback provided to them throughout those blocks. They are given an opportunity to reflect upon their progress for those activities and suggest improvements for the future.

The following subjects do not have any additional practices to note:

Art

Design and Technology/ Engineering

Latin

Modern Foreign Languages

Music

Politics and Law

Religious Studies

Science

Social Sciences