

The Thomas Adams School

Policy Statement

Feedback and Marking Policy

Valid from September 2019

This version is currently pending review due to the Covid-19 pandemic.

“At its heart, [feedback] is an interaction between teacher and pupil [...] making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.” DFE

Rationale and Context

Feedback enables all students to know where they are academically (and how they know this); where they have been; where they are going and how best to get there. Feedback allows students to confidently and meaningfully reflect on their own progress and the progress of their peers, independently, collaboratively and with others. Ultimately, the purpose of feedback is to drive pupil progress, allow purposeful tracking of student progress across time and enable teaching and support staff to make the necessary adaptations to the direction of the learning. Feedback does not mean marking; there is an ethos within the school of establishing realistic working patterns for all staff whilst maximising the educational progress of our students through adopting an effective, imaginative package of feedback.

Through learning walks, and in particular our conversations with students, the benefit of effective feedback is very closely related to their confidence, resilience and progress. The intent of this policy is to ensure:

- Students know where they are academically and how they know this; where they have been; where they are going and how best to get there
- Staff use a range of feedback and monitoring strategies to aid them in assessing where all students are academically, what their next steps should be and the best way of getting them there
- Staff track a student’s progress across time

Feedback should therefore be regular, consistent, sustained and timely; it should refer to prior learning and make next steps explicit; ultimately it should be integrated into any curriculum mapping process and embedded into schemes of work. Time should be planned for students to act on feedback and respond by repeating or improving elements of work and assessments. Detailed/deep marking should typically take place with assessments. The expectation is that this type of feedback should be provided by the teacher no less than once per half term. Work in the intervening periods should be marked for spelling, punctuation and grammar using the literacy marking codes at least every 6 hours of lesson time. The features of excellent feedback are:

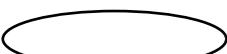
- student-centred, differentiated yellow box reflections which enable meaningful self-reflection
- peer feedback guided by success criteria provided by the teacher
- live marking to provide on the spot, immediate feedback
- teacher-led reflection tasks tailored to the needs of an individual or whole class, which are given appropriate time and which are managed effectively
- model answers alongside clear success criteria
- layers of reflection over time and use of rewards

Feedback in books is only a part of the feedback package. In addition students should benefit from a range of summative assessments, to include:

Attitude to Learning Grades; School Report; Parental Consultations; Above, On, Below data; exam results, Tracking Point data; Departmental Assessments mapped into schemes of learning and Consultation Evenings.

Spelling, Punctuation and Grammar

Marking for literacy is the responsibility of all staff. Common errors and subject specific terms should be identified by the member of staff and students should be prompted to improve the literacy, for example by re-writing the word or sentence, using the following coding:

Text mark	Margin annotation	Meaning
	SP	Spelling error. Find the correct spelling and write it down.
	P	Punctuation error. Check full stops, commas, apostrophes etc.
	C	Incorrect use of capital letters. Check whether a capital is needed or not.
	NS	New sentence needed.
	NP	New paragraph needed.
	?	Expression unclear – rephrase.

Monitoring and Evaluation

As part of the Senior and Middle Leader monitoring role and to ensure consistent practice across an academic area, the outcomes and impact of assessment and feedback within the academic area will be regularly scrutinised as part of the school's self-evaluation process. A monitoring schedule is agreed with the relevant SLT Line Manager. The quality of feedback within the classroom, exercise books and assessments will be monitored by Subject Leaders and SLT to ensure consistent high quality, effective and relevant feedback across the school.

The success of this policy will be measured through evidence, such as: student voice, lesson observations, learning walks, book looks, progress data. Middle and Senior Leaders will ascertain the success of the strategies in place.