



Higham Lane School
Helping Learners Succeed

Marking and Feedback Policy

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Governors' Sub-Committee	Curriculum & Standards
Statutory Policy	No

Signed:

A handwritten signature in black ink, appearing to be 'J. ...'.

Chair of Governors

Date: July 2024

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‘Making marking and feedback manageable, motivating and meaningful.’

Aims of Feedback at Higham Lane School:

- 1.1. To help students make progress;
- 1.2. To provide strategies for students to improve;
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4. To inform our planning and to structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6. To encourage a dialogue to develop between student and teacher;
- 1.7. To encourage students to have a sense of pride in their presentation of work;
- 1.8. To correct mistakes, with a focus on Literacy/vocabulary skills.

Objectives

Our overall objective is to promote consistent and high standards of feedback. There are whole-school general objectives which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

The general objectives are that:

- 2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 2.2. A dialogue, both verbal and written, should be created between teacher and student. When work is returned to students it is essential to allow time for students to read the comments and engage with the feedback through the use of FOTs;
- 2.3. Feedback is a part of the school’s wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make rapid and sustained progress.
- 2.4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, it will be well structured by the teacher.
- 2.6 Detailed feedback takes place as per the agreed policy. To ensure consistency, schemes of learning/progress maps will be annotated with the pieces of work that will include detailed feedback.
- 2.7 Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year. Feedback can take different forms: peer, self, group, teacher marking, or verbal. Excellent teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

What does feedback look like from teachers at Higham Lane School?

To ensure students make rapid and sustained progress, teachers will be giving feedback, in different forms, in lessons. From a student perspective, it will be clear from their exercise books, folders and Google Classroom pages as well as speaking to them about their work, that, as a result of this feedback, students are making excellent progress over time. Alongside this, key pieces of work that require summative grades will be marked.

What is the frequency of feedback that will be given by teachers?

The frequency of marking and feedback will depend on the curriculum time allocated to each subject and the frequency of lessons.

However, as a general rule, detailed feedback should be given within either a 3 week window or within 7 lessons, (whichever comes first).

Marking

Teachers will mark key summative knowledge/topic/module tests only. These will typically be at the end of a Scheme of Learning/unit of work. Results will be used to inform Current Working at Grade (CWG) on the SPRs that are communicated home.

For the summative assessments, students will be provided with the following feedback:

- KS3 students: whether they are above/on/near/below target. We will not use grades for KS3 students. KS4 and KS5 students: the current grade or mark achieved
- Use of the lilac assessment sheet that includes Follow on Tasks (FOTs). At KS3 and KS4, students will respond to FOTs using a purple pen.
- At KS5, a feedback sheet with FOTs will be used. Students can respond in a different colour and do not need to use the purple pen. The language of 'FOT' can be replaced with 'Improvements'.

The School's marking code for knowledge and understanding is:

✓ = an accurate point/response/answer

X = an incorrect response that needs correcting in purple pen as part of a follow-on task by the student. This will often be linked to FOTs at the end of the piece of work.

Why is it so important that we also mark for Literacy?

Given the increasing focus on quality of written communication (QWC) in all examinations with a written component, when and where appropriate, teachers should provide feedback on literacy; for example, addressing misspelling of key terms, lower case proper nouns and other punctuation errors. If teachers do not correct spelling, punctuation and grammar (SPaG) in books we give implicit authority to students to continue making the same mistakes. Even more significantly, literacy skills are skills for life and it is our duty and responsibility to ensure that students are aware of how to be effective written communicators.

The school's marking code for Literacy

O = circle letters that are mis-spelt in a word. The student should correct the spelling by writing the word out three times
P = incorrect punctuation. The student should correct this.
// = start a new paragraph
\ = a missing word. The student needs to put the missing word in.
? = unclear meaning/sentence. The student should re-write this sentence to make it clear.

Please note that for SEND students with Literacy as a learning need, a maximum of three SPG errors are appropriate for the student to be aware of and respond to.

Numeracy

We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, estimating, ratio, proportion etc. should be monitored accurately across the curriculum.

When students are given test results back, it is important that all students are given the opportunity to turn their raw mark into a percentage. For example, the teacher will give a student 8 out of 10 in a subject test, and the student in turn will write the percentage of 80% on their test result.

Examples of the types of feedback that will be evident in books/folders/GC subject pages

- **Whole-class feedback:** Teachers will regularly read and take note of the strengths and weaknesses in students' work. This can be done very quickly, with the teacher skim reading the work and making notes for their personal use regarding the strengths and weaknesses, for example common misconceptions or particular responses to questions that were poorly-written. During this process, the teacher will briefly note down for their personal use, strengths and areas for improvement that applied to the whole/most of the class and the names of particular students who require additional support. The teacher will then provide whole-class feedback that includes WWW and EBIs. The teacher does not need to write anything on the students' work, but will provide whole-class FOTs that students will respond to using purple pen.

- Highlighted box feedback: The teacher will select part of the work that will be marked more closely using the marking code. For example, this may be one or two PEA paragraphs out of an essay, or one or two key questions out of for example, four questions that students have completed. This allows teachers to mark more closely and give students direct and specific feedback where needed. Students will respond to any FOTs using a purple pen.
- Lilac assessment sheets: Designed at subject level with pre-populated targets and FOTs.
- Exemplars: The teacher will regularly share examples of work of different standards, including excellent work and students will then annotate strengths and EBIs on this work. Students will be given an opportunity to respond to the exemplars through their own writing. Teachers will also model excellent work and students will be given an opportunity to try to work at this standard (for their ability).
- Self/Peer assessment: All low-stakes assessments such as re-caps, quizzes, multiple-choice, knowledge tests and self-quizzing will be marked by students through self and/or peer marking. Students will complete these in black/blue pen with corrections made in purple pen. Students will record scores as appropriate. This could take the form of a monitoring/tracking grid kept in students' books. This enables students to use this information to reflect on their strengths and further areas to work on. This also allows the teacher to analyse the performance of the whole class to inform planning of teaching for subsequent lessons. Teachers will take note of, for example, how many marks students scored out of 10. Teachers will also note which students have performed poorly through a lack of effort such as not revising for a test properly and take appropriate follow up action, such as placing the student in a 'catch-up' detention.
- Regular self and peer assessment of subject-specific vocabulary, spellings and definitions to improve literacy skills will take place. Students will complete these in black/blue pen with corrections made in purple pen. Students will record scores as appropriate.
- Self/peer assessment of written pieces using measurable success criteria will take place. Students will self/peer assess in purple pen. Measurable success criteria will be for example the exam criteria/the knowledge/skills required for a response.
- 1:1 verbal and/or written feedback, as the teacher determines, will take place in lessons.
- At KS5, specification folder checklists will be used and monitored regularly to check understanding.
- On GC, the use of rubrics, Mote, annotations of Google Docs.

Use of Google Classroom (incorporating software) for feedback

We recognise that Google Classroom is being used increasingly well for teaching and learning. Teachers may also be using GC as a platform to provide feedback for written pieces of work, completed either as classwork (uploaded to GC) or as a homework activity. Within GC, it is possible to use the rubrics, mote and annotate using Google Docs to provide meaningful and motivating feedback. (Departments are also using their own subject-specific software for feedback).

The use of GC for formative assessment should be agreed at department level as to how and when it will be used.

All aims and objectives of this marking and feedback policy will apply to feedback that is given via GC.

Please also be mindful if asking students to complete work in lessons and then upload this to GC, that this does not become onerous for the student. This should not be done as a regular expectation as if all subject teachers were to do this, the burden to be continually uploading work could become onerous for the student. Some students, although a minority, will also have to rely on school computers to do this. Time should be given to these students to allow them to complete this and the teacher should always check discreetly if this applies to any student.

What we expect from students in response to our marking and feedback: FOTs

No FOT means no gap is closed: learning has not moved forward. This means the time we have spent marking students' work is wasted time. Often, 15 minutes can be sufficient for FOTs, although sometimes we may dedicate a whole hour to it, for example if a significant piece of written work is being redrafted. Of course, our curriculum time is limited and we all have to teach lots of content. But without giving up time for FOTs we are picking up errors/omissions/misconceptions, commenting on them, but not allowing pupils to address them; we have flagged up a learning gap but not given pupils the opportunity to bridge it. Closing this gap in learning needs to be prioritised.

All departments have many excellent examples of how to provide feedback to students and to manage your time effectively, you should continue to use these. However, please do use the following sticker (available from Resources and can be found in the green trays in the staffroom) if you think this would be helpful. This has been designed for three reasons:

- To provide an effective reminder of how feedback should be structured
- To limit how much feedback teachers should be writing
- To ensure students are clear about the specific target they should be aiming to achieve.

What went well:	Even better if:
FOT:	

There are many different tasks that pupils can do, using a purple pen, for FOTs. It depends on what a student didn't understand or missed out in their assessed work. For example:

- Redrafting of a whole piece of work
- Redrafting of a section of the work
- Redoing something (for example a graph)
- Answering a question / questions
- Editing.

Effective use of FOTs is also key in order to develop more disciplined learners. This enables our students to:

1. Reflect critically – we expect students to spend approximately twice their time reflecting on their feedback as we have devoted to giving it. This is most effective when done individually, in silence.
2. Developing techniques – although FOTs are about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show students how to improve.
3. Crafting and improving - As well as encouraging students to reflect critically on their feedback, FOTs can also be effectively used for crafting and improving work. This allows students to immediately apply their feedback and put the techniques into practice.

Monitoring and evaluation of feedback

- Subject Leaders must ensure their departmental feedback policy supports the school policy.
- Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny (book looks and GC pages). This will form part of the Quality Assurance calendar. Strengths, EBIs and actions from this will be shared with colleagues and SLT link using the QA paperwork.
- One department meeting each term will be used for colleagues to share books, folders and their GC subject pages to collaborate and share effective practice.
- SLT will conduct book looks approximately every half term. This will be identified on the School calendar and involves the SLT colleague collecting 3 books from every teacher to evaluate how well the feedback policy is being applied.
- After the SLT book look has taken place, an agenda item for the SLT/SL link meeting will be: book look/GC page follow-up. This will give the SLT link and SL an opportunity to evaluate a full picture of feedback, where this might not be the case from looking through books/folders alone.
- Subject Leaders will also work with their SLT link to conduct joint book looks and GC subject pages as also indicated on the School calendar.

Marking, feedback and workload

We have all worked hard to find methods of making marking and feedback conducive to teacher workload. We continue to welcome suggestions/findings from teachers that will help us all manage our workloads whilst also providing meaningful and motivating feedback to students.

The following methods in terms of giving written feedback may be useful for teachers to bear in mind:

- The use of software via Google Classroom to provide feedback, such as the rubrics and Mote is time-effective and provides a meaningful way of giving feedback. Recent student feedback shows that this has great impact.

- Whole-class feedback is an efficient system for managing student progress between assessments.
- The use of lilac sheets with pre-populated targets and directed feedback tasks mean that there is less repetition of writing out the same EBIs/FOTs.
- Using coded or numbered feedback can also reduce the time taken to write out targets. (providing that students understand what the codes mean).
- Limiting the amount of targets given to students (to e.g. one at a time) is more time efficient and avoids cognitive overload for students processing them.
- Using explicit success criteria in setting and marking assignments can be more efficient because it makes marking more selective, particularly if highlighting is used.
- Using stickers is an efficient way of acknowledging students' work and can also limit the amount of feedback teachers need to write, and may therefore be a more efficient way of providing written feedback.