



Wadham School

Marking and Feedback policy

January 2024

Signed

Date:

Statement of Intent



Our school is shaped by key values which flow from our Christian foundation as represented in the wheel above.

At its centre is "Hope". Without hope we and our students will not flourish. Our Marking and Feedback Policy draws on these values and underpins our approach to teaching and learning.

The Education Endowment Foundation report on 'Teacher feedback to improve pupil learning' (June 2021) states that the key purpose of marking and feedback is to 'move learning forward' and suggests the following principles:

1. Lay the foundations for effective feedback.
2. Deliver appropriately timed feedback that focuses on moving learning forward.
3. Plan for how pupils will receive and use feedback.

In addition to the principles outlined, it also states that schools should carefully consider how to use purposeful, and time-efficient written feedback and purposeful verbal feedback.

At Wadham school we recognise these principles and methods. We break our marking and feedback down into four categories:

1. Giving live feedback in lessons verbally or written - in class groups, small groups or individually
2. Marking and feeding back on a range of assessments
3. Challenging poor presentation of work
4. Checking, identifying and feeding back on spelling, punctuation and grammar

Giving live feedback in lessons verbally or written - in class groups, small groups or individually should be used by teachers wherever possible during a lesson. This feedback might be to an individual or a group of students. Live marking can be both verbal and written. Students are encouraged to act on this feedback however is fit within the context of the subject to close the feedback loop.

Examples of live marking strategies that will be used are:

Verbal explanation of how to improve work, model answers used in feedback after a piece of work, the teacher looking at individual students work and making verbal or written comments, peer/self-assessment of work using guidance from the teacher.

Marking and feeding back on a range of assessments will involve pieces of work being identified for detailed marking and feedback with a response required by students to close the loop in responding to this feedback. Assessments will fit within the assessment cycle as identified by each subject or when the teacher sees an assessment being most beneficial to a group of students. For the majority of subjects this will be twice every term (4 to 6 weeks) including one summative piece of work. The exception to this would be periods when subjects are completing controlled assessments in lessons where feedback is prohibited by exam boards.

- Feedback comments in most cases will be; task-focused feedback, subject-focused feedback or self-regulation-focused feedback. This may come in the form of individual or whole-class feedback.
- Students will respond to the feedback given by a teacher by showing they understand the feedback. Evidence of this will also be shown in future work or in a direct response, for example, when a question is posed. Time will be given for this response in lessons on a regular basis.
- All students' corrections, additions and redrafts will be made in purple pen for ease of identification.

Presentation of books

Monitoring books for appropriate engagement, effort, presentation, at least once every 4-6 weeks, **twice as often for PP and SEND pupils**. This will be signed and dated by staff for ease of identification or with the use of a stamp.

Challenging poor presentation of work.

Good presentation is valued and so teachers will expect the following:

- Date on each piece of work
- Title/Learning Objectives
- Title of work underlined
- A blue or black pen used for all writing tasks
- A pencil used for all diagrams
- All loose sheets stuck into students' books
- Each student to make an effort to write neatly

Where these have not happened, teachers will feedback to students and students will improve this aspect of their work.

Checking, identifying and feeding back on spelling, punctuation and grammar.

SPAG is taught in all subjects and so teachers will feedback to students with the following codes.

Mark	Meaning
Sp	Spelling mistake; circle the spelling
P	Punctuation wrongly used or missing; circled
C	Capital letter incorrectly used or missing; circled
G	Inaccurate grammar, eg. Lack of agreement or non-standard English; underlined or circled
//	New Paragraph
-----?	The meaning is not clear; underlined

Quality Assurance of Marking and Feedback

All teachers are responsible for quality assuring their own books. Middle leaders and/or senior leaders will conduct weekly book looks through the term, this may occur during lessons. This involves taking a large sample of books and RAG rating the quality of books set against a specific success criteria.

Investigative book-looks might also occur where a designated member of staff (for example, the SENDCo or Teaching and Learning Lead) wishes to review books from within a specified group of students, for example boys, high-prior attainers or SEND).