

## Sandy Upper School

### Written Feedback Policy (Marking Policy)

**“It is the nature, rather than the amount, that is critical when giving students feedback on...written work”. (Black, Harrison, Lee, Marshall and Wiliam: Working Inside the Black Box, 2002)**

#### Our Principles

- 1 Assessment for Learning principles underpin this written feedback policy**
- 2 Feedback is most effective when it focuses on the learning objectives and evaluates performance against the stated success criteria**
- 3 Comments should be constructive**
- 4 Feedback is most effective when it is given regularly and promptly**
- 5 Key assessment tasks will be identified in schemes of work and these will be marked with grades/levels as appropriate so that students know the level at which they are currently working**
- 6 Written comments on key assessment tasks will clearly identify targets/next steps for learning and be challenging, achievable and time related**
- 7 Students will record targets and steps for learning into their planners**
- 8 Work will be marked for literacy according to the policy**

#### Procedures

- 1. Assessment for Learning underpins written feedback**
  - a) Work is focused on learning objectives which are shared with, and understood by, students
  - b) Learning outcomes/success criteria will form the basis of marking, written feedback and target setting
  - c) Some work may be self, or peer, assessed with students identifying the strengths and weaknesses of the work in line with the agreed criteria
  - d) National Curriculum level descriptors and exam grade criteria need to be made explicit to the students to show them how to progress in their learning and attain higher standards e.g. displayed in the classroom, portfolios of work at different levels/grades
  - e) Comments should inform the learner and make a positive difference to their progress
- 2. Feedback should focus on the learning objectives and evaluate performance against the stated success criteria**
  - a) Feedback needs to relate to the learning objectives and will evaluate performance against the stated success criteria.
  - b) Giving marks out of ten, or a percentage, can lead students into ignoring the comments and should be avoided as these rarely relate to the learning objectives of the lesson and do not show students how to make progress.
  - c) Feedback will identify the strengths of the piece of work in relation to the learning objectives
- 3. Comments should be constructive and not personal**
  - a) Teachers need to be aware of the impact that their comments, grades and marks can have on students' confidence and motivation.
  - b) Feedback will contain positive comments, wherever possible, and be constructive and encouraging. It will highlight successes.

- c) Where there are weaknesses advice will be given showing where improvements could be made and how
  - d) A student's performance should not be compared with others. Where comparisons are made it should be with the student's own previous performance
  - e) Comments that effectively say nothing, such as 'try harder', should be avoided
4. **Feedback should be given regularly and promptly**
- a) Work will be monitored regularly
  - b) Class work and homework will be assessed at least every 6 lessons and a written record made, either on the student's work or, if the work is verbally assessed, put into their planners. Exam marking may take longer than a week to complete e.g. to allow for moderation/standardisation to take place.
  - c) Year 11 mock grades will be collated centrally and given to students individually on a special mock results day. Some subjects will be allowed to return exam papers and, therefore, marks early where students need the feedback for January modular exams.
5. **Key pieces of work, as identified in the schemes of work, will be given KS3 levels or GCSE/GCE grades as appropriate**
- a) Department Schemes of Work for each Year Group will identify where key assessments take place and these assessments marked using KS3, GCSE or GCE criteria (KS3 = NC Levels 1-7/8 with sub levels, GCSE = A\*-U and GCE = A-U grades).
  - b) Formal written feedback will be given for these key assessments.
  - c) Feedback for these key assessments will show students the next steps for learning
  - d) Not all pieces of work need to be marked in this way – but at least one key assessment must be completed each half term and feedback given on this
  - e) These key assessments will form the basis of the 'current working levels' required for the termly grade sheets
  - f) Students should understand that they will receive detailed written feedback on their work periodically and selectively
  - g) All grades will be recorded in mark books/on the intranet
  - h) Some coursework and controlled conditions assessments cannot be returned to students for improvement, or amendment, after it has been graded and subject leaders need to make students aware of this.
6. **Written feedback comments will identify next steps for learning/targets and should be challenging**
- a) Good quality feedback will help a student to improve by showing them what they need to do to move their work on to the next level/grade. Advice needs to be specific and clear.
  - b) Prompts and scaffolding can be used to aid clarity (Prompts remind students to think about an aspect of their work e.g. 'the objective was to explain...is this a description or an explanation?' Scaffolding helps the student to make the next step by providing the start of a structure on which to build their answer e.g. add in a reason here...such as the steam evaporates because or justify your decision: 'I think that...because...')
  - c) Students should be familiar with what is required for work at different levels and grades
  - d) Where feedback is given it will lead students to recognise their next steps to learning and how to take them
  - e) Comments should promote high student expectations
  - f) Time should be allocated for students to correct or improve work after written feedback has been given
  - g) All students should have at least one written target/'next steps for learning', per subject, each term. These need to be shared, and discussed, with students

**Suggested process for written feedback:**

- Establish rationale for written work
- Communicate objectives and outcomes with students
- Highlight successes
- Provide prompts for 'next steps for learning'
- Allow time for acting on the feedback

**Agreed Actions**

Subject teachers	Subject Leaders
<ul style="list-style-type: none"> <li>• Know which key pieces of work will be formally assessed</li> <li>• Ensure written work focuses on learning objectives and outcomes</li> <li>• Provide written feedback that highlights strengths and identifies the 'next steps for learning'</li> <li>• Give students time to reflect on the feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the quality and consistency of marking and written feedback</li> <li>• A scrutiny of work should take place across all year groups at least twice a year and issues discussed within the department</li> <li>• Ensure that there is a clear department policy for the recording and discussion of student targets/'next steps for learning'</li> <li>• Ensure moderation and standardisation of work takes place across all year groups</li> <li>• Keep an up to date portfolio of work at different levels/grades within the department</li> </ul>

Success Criteria	Action/By whom
<p>We will know we have implemented our policy when:</p> <ul style="list-style-type: none"> <li>• Work sampling shows that our principles are adhered to</li> <li>• Students know and are able to talk about their next steps for learning</li> </ul>	<p>Subject Leaders and departments. SLT</p> <p>All teaching staff, Subject Leaders and SLT</p>

First Implemented April 2008				
Review Evaluation	Re-Written Revised	Staff Responsible	Governors Sub-Committee	Review Cycle
May 2010	May 2009	RW	Standards	Annual
Nov 2012	Nov 2011	RW	Standards	Annual