



Marking and Feedback Policy

Status	Non Statutory	Date created	December 2015
Any other statutory names for this policy (where applicable)		Date first approved	
Responsibility for this policy (job title)	Deputy Headteacher	Date last reviewed	April 2018
Governors' Committee with responsibility for its review	Teaching & Learning	Frequency of review	Every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website?	Yes
Approval necessary	Sub Committee		

Rationale

- To promote a consistent approach to marking and feedback in each subject area across the school
- Manage everyone's marking expectations
- Improve the feedback that students receive
- Enable students to identify their strengths and areas of development for each subject area

Definitions

Formative assessment is used to monitor students' learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

Summative assessment is used to evaluate students' learning at the end of an instructional unit by comparing it against some standard or benchmark.

Aims

Feedback can take a variety of forms; written or verbal and through teacher marking, peer assessment or self-assessment. As students have access to electronic devices, such as Chromebooks in school, feedback may be shared electronically via Google classroom or using software such as *Kaizena*. Feedback and marking can take into account class work, homework and both formative and summative assessment; it should:

- Validate student understanding and provide a basis to consider future learning and progression
- Improve teachers' understanding of students' work by identifying their strengths and areas of development
- Monitor the quality and organisation of the students' work and identify any learning needs
- Motivate and support students in their understanding of how to progress and succeed
- Contribute to reporting evidence
- Inform planning and classroom practice
- Develop learning e.g. re drafting of work prior to an assessment
- Be manageable for teachers
- Provide clear guidance on how the students are progressing and how they need to improve

- Be shared with the student in a timely manner so that they can build on the set targets before the next piece of assessed work
- Encourage dialogue and develop the self-assessment skills of the student
- Provide a grade/mark for formal assessments; end of unit tests etc.
- Promote high expectations for standards of presentation and organisation
- Highlight any concerns that are then shared with relevant staff via SIMS or the Intervention Sheets so that appropriate academic support can be given.
- Encourage students to reflect on their work and to take regular opportunities to review that students have made the improvements recommended to them

Please note that students receive a different proportion of teaching hours per fortnight for different subjects that they learn. As a consequence, some subjects will feedback on class or homework more regularly than others. It is expected that all work completed by a student will be acknowledged and that written or verbal feedback will be gained within a month of completion for subjects that do not see students more than once a week. Teachers are expected to inform students how work will be acknowledged when setting a task or test.

Possible student response to feedback

Students should be given time to respond to feedback - this can be completed as part of a lesson, homework or independent learning. Students should aim to:

- Complete corrections as directed by the teacher
- Consider areas of strength and improvement based on the feedback provided
- Complete subject specific spelling, punctuation and grammar corrections where the teacher has identified need
- Complete a subject specific target and assessment sheet, where necessary

Feedback through peer and self-assessment

Peer and self-assessment can be in different forms, e.g. written or verbal. It is important for the students to recognise their own and others' achievements. Peer and self-assessment is to be used where appropriate and should be read and monitored.

Peer and self-assessment are successful when:

- Teachers share learning objectives
- Teachers make the success criteria clear
- Teachers encourage students to discuss each other's work
- Time is given to group and whole-class reviews of work completed

Roles and responsibilities

Subject Team Leaders are to ensure there is a programme in place for monitoring student work. It is necessary for work sampling to include students who are recognised as Pupil Premium, EAL, SEND and of low/medium/high attainment. Each term, Subject Team Leaders are required to complete a monitoring form which encourages them or other Key Stage responsibility holders to discuss the effectiveness of feedback with student focus groups. Feedback and marking are also monitored through Academic and Pastoral Reviews or following concerns raised about a particular subject/teacher.