

**Feedback & Marking Policy**

**February 2021**

**Rationale:**

* The Feedback and Marking policy has been revised in order to strengthen the quality of marking and feedback in light of recommendations made during the Ofsted inspection of February 2018.
* The college is keen to act upon the feedback that not all students know what they need to do to improve their progress. As a response to this, the college has worked to review and strengthen assessment processes and procedures across the college. This revised Feedback and Marking policy is a part of this process and takes heed of the Ofsted and DfE guidelines which require careful consideration of the impact of any new initiative on individual teachers’ workload.

* This policy has been heavily influenced by research findings entitled, ‘A marked improvement? A review of the evidence on written marking.’ (April 2016) produced by the University of Oxford in collaboration with the Educational Endowment Foundation. The main findings of this review were as follows:

“The quality of existing evidence focused specifically on written marking is low. This is surprising and concerning bearing in mind the importance of feedback to pupils’ progress and the time in a teacher’s day taken up by marking. Few large-scale, robust studies, such as randomised controlled trials, have looked at marking. Most studies that have been conducted are small in scale and/or based in the fields of higher education or English as a foreign language (EFL), meaning that it is often challenging to translate findings into a primary or secondary school context or to other subjects. Most studies consider impact over a short period, with very few identifying evidence on long-term outcomes.”

Some findings do, however, emerge from the evidence that could aid school leaders and teachers aiming to create an effective, sustainable and time-efficient marking policy. These include that:

* Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
* Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers’ formative comments
* The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
* Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
* Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.”

In the creation of this policy, we have also researched and drawn guidance from a number of other publications, including the following produced by Ofsted and the DfE. The latter two documents were created in collaboration with all of the major teaching unions:

* <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf>
* <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>
* <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf>
* <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/594027/6.2798_DFE_MB_Reducing_Teacher_Workload_Pamphlet_20161207_print.pdf>

At Unity College we are committed to providing quality feedback and marking in order to promote outstanding learning and progress for our students. The following actions will ensure this.

**Each teacher will:**

1. Provide detailed feedback, using the college Assessment Review Sheet\*, on one extended piece of work, linked specifically to subject specific Learning Pathways or GCSE criteria, at least once every half term. This will be the end of unit assessment or an examination that is entered onto the subject tracker for each student, every half term. This work will be graded but the grade may not necessarily be shared with students. The Assessment Review Sheet should be stuck into the students’ Towards Outstanding books. (Subjects with no exercise book will need to have student folder (hard copy or online) in which to keep their Assessment Review sheets. Wherever, this feedback is stored, students should have regular access to it that they can refer to regularly. \*NB: if the teacher has provided detailed feedback through deep marking on a piece of work/examination paper, it is acceptable for students to transfer the key comments themselves onto the Assessment Review Sheets.
2. Plan for an appropriate amount of time for DIRT lessons, after each assessment, in which students will have the opportunity to ‘Read, Reflect and Respond’ to teacher feedback and improve at least one section of their marked work.
3. Provide students with subject specific targets for improvement once every half term based on the feedback from an assessment/ examination linked to KS3 Learning Pathways or GCSE criteria. These targets must be recorded by the student, either in the specially designed section on the front page of their Towards Outstanding exercise books, or on a record card (for practical subjects without exercise books) that will be kept by the teacher but will be referred to regularly within lessons. The page number of their exercise book where the Assessment Review Sheet can be found should be noted next to the target.
4. Check books and work for presentation, literacy errors (using the Literacy Marking codes) and effort with class work at least once a half term. Where standards are not at least good, teachers must act to address this.
5. Plan at least one opportunity in each half term for students to self-assess their own work against specific criteria taken from subject specific Learning Pathways or GCSE grade criteria.
6. Plan at least one opportunity in each half term for students to peer-assess their own work against specific criteria taken from subject specific Learning Pathways or GCSE grade criteria.
7. Embed regular opportunities for formative assessment and learning checks are planned into every lesson, this may include strategies such as: Mini Whiteboards, Thumbs up – Thumbs down, Red-Amber-Green, Post-it Notes, Corners etc.
8. Plan regular opportunities in lessons for students to proof-read their work in order to ‘Find Faults and Fix’, encouraging them to take responsibility for the accuracy and quality of their own written work.
9. Employ a full range of feedback methods and Assessment for Learning strategies to ensure that students receive regular, accurate and specific feedback in order to support rapid and sustained progress; this will include: verbal feedback, model answers that deal with a common mistake, praise one to one conversations about work/ progress, checklists of common mistakes seen when monitoring the class, tasks that are assessed on line, peer and self-assessment.
10. Ensure that homework set receives prompt feedback where necessary. This may take a variety of forms ranging from automatic marking of online tasks, peer or self-assessment in lessons or teacher feedback. Some homework, such as research or revision, may not require written feedback.
11. Follow any extra guidance or requirements outlined by their Subject Leader in the subject specific Departmental Guidelines appendices of the Feedback and Marking policy.

**The Senior Leadership team will:**

1. Support Subject Leaders in the creation of KS3 subject Learning Pathways to support the sharing of specific success criteria with students on a regular basis, both within lessons and when receiving feedback.
2. Monitor the quality assurance measures put in place by Subject Leaders and set targets based on these findings.
3. Review the Feedback and Marking policy once a year or more frequently if deemed necessary.
4. Consider and evaluate the potential impact of any Feedback and Marking policy on individual teachers before changes are made.
5. Promote the use of a broad range of methods for providing quality feedback to students and encourage the sharing of good practice to strengthen this across the College.
6. Provide leadership and training on the development of Teaching and Learning across the whole College which will support and facilitate high quality feedback through outstanding Teaching and Learning.

**Each Subject Leader will:**

1. Ensure that subject specific Key Stage 3 Learning Pathways or GCSE grade criteria are used to grade students’ work in each year group and oversee the recording of these grades centrally once every half term.
2. Ensure that specific criteria for success, based on the KS3 Learning Pathways or GCSE criteria, are regularly shared with students in lessons and used to measure progress. This may be completed through teacher, peer and self-assessment or a combination of these approaches.
3. Ensure that each member of their team sets students individual, subject specific targets for improvement after each assessed piece of work and that these targets are recorded in the front of their Towards Outstanding books or on a record card held by the teacher (for those subjects in which exercise books are not used).
4. Ensure that each departmental scheme of work is revised to allow an appropriate amount of time for DIRT lessons, after each assessment, in which students will have the opportunity to ‘Read, Reflect and Respond’ to teacher feedback and improve at least one section of their marked work.
5. Assure the quality of feedback and marking within their subject area is at least good through regular departmental work scrutiny and learning walks.
6. Ensure that the whole college Marking for Literacy codes are used to highlight literacy errors and that Literacy target stickers are on all subject exercise books.
7. Create and update subject specific Marking and Feedback Department Guidelines, where necessary, which complement the whole college policy and clearly outline the subject specific expectations. \*
8. Check for evidence that students are being encouraged to take responsibility for the standard and presentation of the work in each subject area through the provision of time in lessons for ‘Find, Faults and Fix’ proofreading opportunities.

\* Subject leaders MUST consider the guidance from Ofsted and the DfE, outlined in the documents referred to above, before developing any subject specific Departmental Guidelines.

**Statement to students**

All of your teachers will work hard to provide regular feedback on your learning and progress in order to ensure that you know exactly what to do to improve and make further progress.

In each subject, your teachers will provide feedback in a number different ways including: the activities, resources and learning checks that they plan for your lessons; discussions with you personally; discussions with your parents; marking your assessments and examination papers; marking other key pieces of work including homework when your teacher feels it is appropriate; providing time in lessons for you to respond to their feedback; set you regular targets to ensure that you know how to improve**.**

You also have a responsibility for your own progress and the improvement of your own work. You will show that you are meeting this responsibility by:

**Each student will;**

1. Acting upon the written feedback that you receive from teachers after an assessment or key piece of work in DIRT sessions.
2. Taking note of your current target for improvement in each of your subjects.
3. Taking responsibility for the accuracy of own work by proofreading and correcting careless mistakes with purple pens
4. Ensuring that you meet your Literacy target for each term by proof-reading to check for this error in your written work.
5. Taking pride in your work by following the College’s Presentation Policy
6. Ensuring that you have completed each piece of work to the best of your ability
7. Marking your own work accurately by applying assessment criteria when completing self-assessment.
8. Marking others’ work accurately by applying assessment criteria when completing peer assessment.