



The de Ferrers Trust

Feedback and Marking Policy

Author:	Mary Hall (Pingle Academy), Andy Jones (de Ferrers Academy) & Scott Friswell (Granville Academy)
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RATIONALE

Effective marking is an essential part of the learning process. It is an interaction between teacher and students, where students feel valued and have a clear understanding of how they are doing and how to improve/exceed their potential. For the teacher as it is a way of checking students' outcomes and making decisions about what he/she and students need to do next, with the primary aim of driving student progress.

Our approach to feedback at The de Ferrers Trust is based on educational research and the findings of national workload reviews and suggestions.

AIM

Our aim is to ensure students receive a range of assessment and feedback which is meaningful, manageable and motivating in order to advance their progress and outcomes.

The EEF (2018) defines feedback as "information given to the learner or teacher about the learner's performance relative to goals or outcomes". Feedback should improve students' learning and redirect/refocus either the teacher or learners' actions to achieve the goal.

The EEF state that effective feedback can make eight months gain of progress to a student, or the equivalent of half a GCSE grade per student per subject according to research evidence about feedback for Assessment for Learning.

"When students receive individual feedback they learn that their teacher wants to help them and are therefore more likely to trust the advice and use it to progress them towards improvement." (*Hattie & Timperley, 2013*)

TYPES OF FEEDBACK EMPLOYED AT THE ACADEMY

- 1) Formative assessment linked to outcomes/assessment objectives with marks and grades.
- 2) Whole class feedback.
- 3) Live marking.
- 4) AfL techniques.

MARKING AND FEEDBACK: THE EXPECTATIONS

Formative Assessments

Formative assessments will be set and assessed to meet the requirements of the three assessment points. These assessments will have been agreed by the Head of Faculty/Trust Faculty Director/Vice Principal for curriculum/assessment. The assessments will comprise a substantial body of work to reflect a term of subject knowledge/cumulative assessment of course content to date. Assessments will be recorded in the academy/Faculty systems and optionally in teachers' planners. Each Head of Faculty/Leadership Team link will ensure that standardising and moderating activities are completed within the Faculty/cross trust, as appropriate.

Whole Class Feedback (WCF)

Teachers read every book closely and make the minimum number of interventions, e.g. SPaG marking codes agreed by the academy, comments based on the teachers' knowledge of the students' effort etc.

Teacher jots down notes using a WCF grid to highlight excellent work/effort, common mistakes,

misconceptions, key word issues etc. The next lesson begins with this feedback being shared with the whole group. The students then act on this feedback before moving on (RTM). The grid can be copied and stuck into students' books and the teacher keeps a record in their mark book.

Feedback should clear up misunderstanding and move students' learning on.

The fundamental principle is that students should do at least as much work responding to their feedback as the teacher did and to give that feedback.

Live Marking (verbal/written dialogue)

During the 'we do and you do' part of the lesson, teachers give feedback that is diagnostic, closing in on specific areas to improve. The student acts upon the live feedback before moving on to the next phase of learning. Live marking is part of everyday effective teaching. There is no requirement for the teacher to evidence live marking in students' books.

Assessment for Learning (AfL)

The research has identified fundamental principles that comprise a framework for Assessment for Learning. These principles state that AfL is part of effective planning, central to classroom practice, promotes understanding of criteria, is sensitive and constructive, fosters motivation, recognises educational achievement, focuses on how students learn, helps learners know how to improve, develops the capacity for peer and self assessment and is a key professional skill.

Strategies: Questioning, feedback, peer and self assessment and the formative use of summative assessment.

Note: There is a clear difference between marking and feedback. Marking should highlight errors, spelling mistakes, grammatical errors, carelessness through lack of effort, or not proof reading. Feedback should clear up misunderstanding and move student learning on.

iPads and Digital Technology

Using digital technology such as iPads for Assessment for Learning can make it faster and easier to check whole class recall/understanding of key ideas, especially with the use of self-marking apps such as Socrative, Quizlet, Kahoots. These should be used and embedded where appropriate, especially at the start (Do Now) and end (Exit Ticket) phases of lessons. See the recommendations from the Education Endowment Foundation (<https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>).

If students complete assessed tasks on their iPads, or teachers mark using an iPad, whole class feedback sheets should be uploaded to Showbie, Google classroom, etc. Individual feedback can be provided as appropriate, in the most convenient form – text, audio, video. For some students and subjects, audio feedback may be a much more effective and engaging medium. The feedback loop can still be closed if students save/upload corrected work or add any comments about improvements.

QA

Books/folders and files should be made available to leaders as part of the QA policy. Progress in books will also be considered during learning walks/appraisal observation.

Feedback requirements (minimum expectations)

Whole class feedback and formal assessment	Subjects with 1 hour/week	1 x formal assessment + 2 WCF	3 per term
	Subjects with 2 hours/week	1 x FA + 1 WCF	2 per half term
	Subjects with 2 +/week	1 x FA + 2 WCF	3 per half term

Note: This schedule can be complemented by traditional individual marking and feedback as long as there is evidence that this approach impacts on student outcomes and planning.

AFL Expectations

Type of marking or feedback	Frequency
Live marking	Daily as part of responsive teaching
AfL strategies	Daily as part of effective teaching

Note:

- Heads of Faculties should indicate assessment tasks and method of assessment to be completed in Faculty assessment plans and these should be made available on the shared Google Drive.
- The Feedback Policy should be read in conjunction with the academy's Presentation of Students' Work and Marking for Literacy guidelines.