

Title	Marking and Feedback Policy
Associated Policies	Teaching and Learning Policy A guide to feedback strategies Literacy policy

1. Rationale

“If the purpose for learning is to score well on a test, we have lost sight of the real reason for learning” Jeannie Fulbright

Research conducted by the Education Endowment Foundation has shown that high-quality feedback has a significant impact on student progress, potentially adding at least an extra eight months progress onto students’ learning. This is because frequent checking of understanding and the provision of feedback enables some of the processing needed to move new learning into long term memory to occur, while also allowing for misconceptions to be addressed effectively.

Feedback is also an important tool in supporting the cognitive process of learning. Humans possess two types of long term memory, episodic (or experienced) and semantic (accumulated knowledge). Semantic memory deteriorates over time, so carefully sequencing and spacing opportunities to retrieve knowledge, and ensuring timely feedback, will strengthen learning and improve retention and recall ability.

2. The policy

The key aims of the Marking and Feedback Policy are:

- To support the cognitive process of learning and schemata building in learners’ long-term memory.
- To raise standards, attainment and motivate towards becoming independent learners.
- To track understanding and progress to inform future planning and intervention needs.
- To ensure that students are given dedicated improvement and reflection time to respond to and act on feedback to allow students to progress through the curriculum.

Principles

Brooke Weston Academy’s feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. **There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.**

Nature of feedback

There are three forms of feedback that should occur and be evident:

- Responsive and **immediate verbal feedback** through diagnostic questioning in all lessons.
- **Personalised formative feedback** provided on a **meaningful piece of class work at least once every three weeks**
- An **‘expectations check’** should be evident within student books at least **once a term** to address, where required, effort, misconceptions, literacy and numeracy.

It should be possible to **observe feedback** taking place in lessons, for **students to explain the feedback they have received (what, when and where)**, for **students to articulate their own targets** and for **improvements to be seen** in students’ work over time.

Feedback that moves forward

In order for feedback to be effective, it needs to be understood, accepted and actionable to enable students to secure improvements in their own knowledge and progress over time. It is often helpful to frame feedback as instructions.

- Students should be given the opportunity to action their formative and summative feedback and close the gap to future learning during a **Dedicated Improvement and Reflection Time (DIRT)**. **This session should be within 2 weeks** of the work being completed to ensure relevance and to maximise impact.
- Feedback is a part of the school’s wider assessment processes which aims to provide an appropriate level. of challenge to students in lessons, allowing them to make good progress. DIRT tasks should offer challenge as well as scaffolding and should not be limited to closed corrections or copying modelled responses.
- **DIRT tasks should be reviewed and evaluated for completion and progress by the teacher and this should be evidenced**

The role of curriculum mapping

- Feedback opportunities should align with knowledge outlined in curriculum documents to inform next steps in teaching.
- To support the cognitive process of learning and schemata building in long-term semantic memory, formative assessments should be sequenced in line with curriculum plans.
- **Departments should indicate within their schemes of work, Medium Term Plans and assessment calendars** which pieces of work will receive formative feedback.
- The **timing and format of formative feedback should be clear in the marking policies of each subject area** (see appendices for further information) and **the frequency should meet the agreed minimum of the whole school policy**
- Some subjects that are more practical may well not have detailed written feedback, however the formative feedback must be still be clearly identified in curriculum plans and evident in lessons, in work and in students’ ability to articulate their understanding.
- Feedback can be in the form of whole class feedback, modelled responses, live marking, peer and self-assessment, flash marking as well as a more traditional teacher review approach. However, the approach must be consistent with approach agreed within the subject policy/MTP.

Summative assessments and assessment points (APs) for data collection

- Students should receive feedback on **summative assessments in line with the whole school assessment calendar**
- Progress through the curriculum should inform timing of summative assessments. Whole school / Trust **data collection points should not inform the timing of assessments.**
- Departments should **align diagnostic, therapy and testing (DTT) when summative assessments take place**
- Data provided for whole school assessment points should be holistic, using a breadth of evidence and informed by both formative and summative feedback outcomes

Formative Feedback will	Summative assessments will	Expectations check will
<ul style="list-style-type: none"> • Be detailed • Personalised • clearly identify strengths and strategies for improvement • Outline the ‘WHY’ • Be linked to skills and/or criteria • Be modelled and scaffolded • Be followed by DIRT 	<ul style="list-style-type: none"> • Give students the opportunity to demonstrate the learning and knowledge over a period of time • Be preceded by diagnosis and therapy of key knowledge and skills • Be marked in line with criteria and levels • Be followed by DIRT 	<ul style="list-style-type: none"> • Provide closed corrections • Address effort and expectations • Correct misconceptions • Address literacy and numeracy • Be in line with subject policy

3. Literacy

Marking for literacy should be a feature of feedback in all subjects. At the simplest level all staff will encourage the development of spelling, punctuation and grammar, but departments should also draw students' focus towards subject specific terminology, common misconceptions and misspellings. Further guidance and support can be found in the Literacy Policy.

4. Monitoring and Evaluation

- Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects.
- Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.
- Subject Leaders will check departmental feedback as part of quality assurance process, this will be outlined on Subject Leader Responsibility plans.
- Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.

5. Policy Review

This policy will be reviewed annually as part of the Academy's annual review process.