

# Marking and Feedback Policy



## The Cottesloe School

<b>Adopted by FGB:</b>	16 July 2018
<b>Last reviewed:</b>	Autumn Term 2016
<b>Next review:</b>	Summer Term 2022 (earlier any legislative change)

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## **1. Rationale**

The focus of this policy is to ensure that students at the Cottesloe School maximise their life chances and achievement in education through regular and effective feedback from staff.

The feedback process will actively encourage students to take responsibility for their own education, enable them to understand the progress and achievements that they are making. Most importantly the feedback will apprise students of what they need to do in order to improve.

The process and principles of marking and feedback will be consistent across the school in line with the four stage cycle edit, feedback, response and validation.

The policy empowers departments to apply this process effectively in their own areas in line with underlying principles.

This policy is also written to complement the school's commitment to encouraging staff to adopt active marking and feedback approaches; which it is hoped will reduce staff workload and promote a positive work – life balance.

## 2. Core Principles

### Feedback and Marking

# TO IMPROVE STUDENT PROGRESS AND MAXIMISE LIFE CHANCES

#### Principles

- Timely
- Meaningful
- Developmental
- Celebrate and recognise learning
- Incisive – against objectives/criteria
- Clarity – linked to objectives/criteria
- Provide opportunity for practice and response

#### Purpose

- Provide challenge
- Build resilience
- Promote critical thinking
- Reflective
- Tackle misconceptions
- Assessment
- Inform future planning
- Determine prior learning
- Motivational
- Provide meaningful data
- Accountability – hold students to account for the quality of their work

#### Strategies

- Thinking hard
- 6Cs
- Live marking
- Live fix it
- Peer marking
- SIR
- Fix it
- Self-marking
- Highlighters – Think Pink
- Yellow box marking
- Comparative judgement
- PLCs
- Verbal feedback
- Light touch marking
- Proformas
- Rag sheets
- Dedicated fix-it/Response time
- Stickers
- Whole school codes
- Stamps

#### Accountability

- Staff are responsible for the ensuring that their feedback and marking for their groups adheres to the underlying principles
- Subject leaders are responsible for the consistency in adherence to the principles across the areas for which they are responsible
- Students are accountable for drafting, proofing, editing and fixing to the best of their ability against criteria

#### Monitoring

##### The following will be monitored against principles

- Departmental work scrutiny
- SLT work Scrutiny
- Performance management observations
- Departmental drop ins
- SLT drop ins

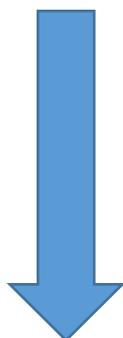
### 3. The Process

#### Generic – School wide

In order to promote consistency in marking across all departments in the school the new marking policy is built around a four part process.

A key element of this policy is student editing/final review before work is submitted for feedback.

- Editing/First Draft
- Feedback
- Response
- Validation



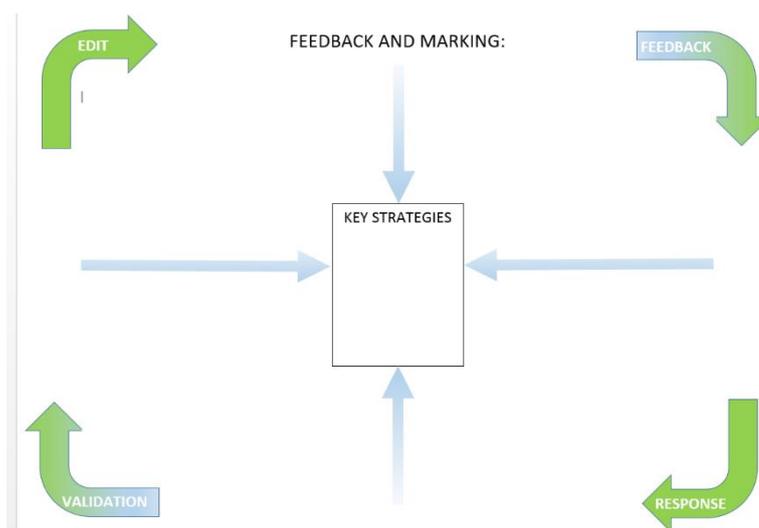
This process will be consistent across all departments in the school as a generic structure.

#### Bespoke – Departments

Departments will have the freedom to meet the structure of the process/policy using their own specific strategies and procedures – providing the feedback and marking meets the overarching principles of the policy (section 2)

Departments will complete one of the feedback and marking documents to explain how each element will be implemented at a departmental level

Departments will decide on their own subject wide strategies



# FEEDBACK AND MARKING: Overview

## EDIT

Students will be encouraged to take responsibility for their own learning and the quality of their work.

Departments will decide on strategies which encourage students to proof read/review/edit their own work before it is submitted for marking/feedback is given

## FEEDBACK

Students will receive feedback on work that they have completed.

Departments will have some control over the nature, frequency, depth and style of feedback that the students receive

Departments should make it clear to students what feedback will look like in their subject area

## KEY STRATEGIES

Departments will list just list the main strategies that are used in their department in order to bring an element of consistency to interdepartmental feedback

There must be an element of validation as part of the marking strategy for each department

This must be a process by which the student response is reviewed in order to check understanding in order to inform future planning and revision

Departments need to decide on the best way of doing this for their subject area

Students will need to respond to comments/tasks/questions etc. that have been posed as part of the feedback process

Departments need to decide what format this will take in their areas

**Departments must check that their strategies for marking are in line with the overriding principals of the marking policy when completing this document**

## VALIDATION

## RESPONSE

## 4. Exemplar Document

# FEEDBACK AND MARKING: SCIENCE

EDIT

- For selected tasks students check through their own or each other's work before it is submitted
- Students redraft or correct work in blue pen as part of the first edit
- Students respond to peer review and edit their work as part of the first edit
- Students may be verbally prompted to check sections of work prior to handing it in for feedback

FEEDBACK

- Books will be marked regularly using departmental fix-it wheels, Thinking hard sheets etc
- Students will receive feedback on formal Tests/Exams/Assessments using departmental RAG sheets which will challenge their understanding
- Students will have key work in exercise books – live marked during lessons
- Students will receive verbal feedback and this will be indicated with a VF where needed
- Students will self-assess and peer assess each other's work in red and set targets or provide feedback top each other in order to challenge and develop understanding

### KEY STRATEGIES

Fix – it Wheels  
Thinking Hard sheets  
Self-Fix – it Sheets  
RAG sheets  
Live Marking  
Fix – it stickers

- Responses to fix-it sheets, thinking hard, in depth targets, will be checked either by staff or peers
- Fix-it stickers will be used as an indication that work has been validated
- RAG sheets from formal assessments will be checked and validated either by staff or peers
- Responses to in work targets and spellings will be validated/reviewed

- Students will respond to review (self or peer) of their own work using blue pen as part of the first edit
- Students will respond to questions posed using the departmental sheets or targets using blue pen
- Students will act on verbal feedback and respond verbally or correct/edit work in blue pen
- Students may need to redraft or extend work as a response to feedback using blue pen
- Students will respond to any 'in text' targets using blue pen

VALIDATION

RESPONSE

## **5. Monitoring, Review and Evaluation of Practice**

The Leadership Team and Middle Leaders will monitor the implementation of this document and the quality of Feedback and Marking on an ongoing basis. Ongoing monitoring will provide evidence to make an accurate judgement on the quality of Feedback and Marking and its impact on student progress against the core principles of the policy

Monitoring will focus on issues, to support where a need for development has been identified, to identify and share good practice and to improve the quality of Feedback and Marking. Work will be monitored and evaluated by:

- a) Departmental monitoring led by the Leadership Team (half termly) and Middle Leaders (half termly).
- b) Link meetings and subset meetings between the Leadership Team and Subject Leaders.
- c) Lesson observations.
- d) Leadership lesson visits.
- e) Learning Walks and paired lesson observations with the SIP trained Ofsted inspector.
- f) Departmental monitoring by Subject Leaders monitoring and evaluating their subject through various activities; lesson observations, scrutiny of students' work (timetabled half termly) - monitoring books and coursework (where appropriate) – and checking adherence to the principles of the policy.
- g) Appraisal observations.
- h) Impact on staff development.
- i) Training and support to support high quality feedback and marking will be provided to staff. This will be achieved by the School's programme of professional development and CPD structure and through coaching and mentoring.

The implementation of these expectations is the responsibility of all members of The Cottesloe School teaching staff.

## **6. Review of policy**

This policy will be reviewed every four years (earlier any legislative change).

June 2018