Marking and Feedback Policy

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Lead for Review	Assistant Head - Academic

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Introduction

At Bosworth Independent School we will ensure that students' get the maximum benefit from their education through an entitlement to regular feedback from teachers. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. Our marking and feedback policy is underpinned by the six recommendations as outlined by the Education Endowment Federation (EEF) in their Guidance Report entitled 'Teacher Feedback to Improve Learning' [1] Our teachers at Bosworth are fully appraised with the EEF's three core evidence informed principles that underpin a marking and feedback policy namely 1) Laying the foundations for effective feedback through the delivery of high quality instruction, including the use of formative assessment strategies, 2) delivering appropriately timed feedback to move learning forward and 3) plan for how our students at Bosworth will receive and use feedback.

The main purpose of feedback is NOT to improve the work, it is to improve the learner. The overarching aim is that our students, after feedback, will be able to do better, at some point, on tasks they have not yet attempted.

Objectives

1. To monitor, evaluate and review students' current stages of progress, to identify learning gaps and identify their next steps for progress and improvement.
2. To give students accurate feedback on their progress and achievement
3. To promote a positive self-image and encourage students to value and take pride in their work.
4. To agree and set challenging targets for improvement.
5. To consistently apply the EEF's three core principles which underpin effective feedback.
6. To enable students to self-evaluate their work and take responsibility for setting their own targets.
7. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback.

One core principle underpinning the EEF's six recommendations is for teachers to exercise their autonomy and professional judgement when delivering feedback, in terms of frequency and timing. We therefore do not stipulate when and how often our teachers are to provide feedback – we do, however, insist and ensure our teachers consistently apply the three core principles which underpin effective feedback, as recommended by the EEF. This allows our teachers the requisite space and autonomy to exercise their own professional judgement.

1. Marking will be against the learning objective / intentions and individual targets
2. Any learning points / misconceptions will be addressed
3. Students will have the opportunity to reflect on their feedback and question comments
4. Whenever possible students will be given an opportunity to participate in the process (PA/SA) so that there is a shared perspective on feedback, marking and target setting
5. The following pens will be used as follows:

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[1]

https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf

Stationery used:	Task undertaken:
Black pen	Students work
Green pen	Teacher feedback
Blue pen	Response to teacher feedback / peer assessment/ self-assessment

The Five Main Types of Formative Marking and Feedback

The method of feedback is best left for the teacher to decide. Our aim is not to prescribe the method of feedback as 'one size does not fit all', However, our teachers are guided by the EEF's Recommendation 4 'Carefully consider how to use purposeful, and time efficient, written feedback' and Recommendation 5 'Carefully consider how to use purposeful verbal feedback' both of which are underpinned by the three core principles of effective feedback

i. In-Depth Teacher Marking - Complete piece of work or Selective Marking depending on the subject, either handwritten or online marking.
ii. Peer/Self-Assessment   PA/SA
iii. Verbal Feedback   VF
iv. Marking for English/Literacy Using School Codes (coded-marking)
v. Live marking (verbal feedback during a lesson)

In-Depth Teacher Marking - Complete piece of work or Selective Marking depending on the subject.

This should result in good quality written feedback. The complete piece of work can be marked or selective marking which involves selecting one section of work to mark in depth and using this to give specific feedback with focused, manageable improvement targets this will be dependent on the subject. (It is sometimes referred to as 'The Yellow Box' marking.)

A star - a positive comment which relates to the learning objectives. (see summary)

A staircase – steps to make further progression in an area where the success criteria was not met to improve the learner.

Peer and Self-Assessment PA/SA

Students will be taught to do it effectively. This should be done in blue pen to highlight it as student marking and not teacher marking. All peer and self-assessment should be verified by teachers whilst light touch marking is being undertaken. LT

Verbal Feedback VF

Verbal feedback is a valuable form of formative feedback. The importance of individual and whole class oral feedback is recognised. Teachers will use the verbal feedback stamp or write VF in green and students themselves should record comments made in blue pen and **now** action the feedback given.

Marking for Literacy Using Whole School Codes

It is not necessarily expected that teachers correct every punctuation, grammatical error and spelling mistake in every piece of writing. But for younger or less able students (SEN/EAL), it will be necessary to write the correct version. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

The General Marking Code

Code:	Explanation:
Sp next to a word	Try this spelling again
P	Punctuation
//	Begin a new paragraph
T	Mistake in the use of tense
WO	Show your working out
WA	Wrong answer given
Cap (with letter circled)	Capital letter should have been used
Ss	Sentence structure is unclear
?	Meaning is unclear
✓ ✓	Indicates excellent section of work or a particularly well-chosen word or phrase
^	word missing/insert word or letter
gr	grammar
Word underlined	Wrong word given

Live Marking
Teachers can acknowledge work using ticks, teacher initials, simple English corrections and verbal feedback or brief attainment-based comments in green pen if applicable.

DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice. Teachers will ensure students respond to feedback, whether through editing or re-drafting work, finding and correcting errors, discussing feedback as a class, or other activities that will help to close the 'feedback loop'. DIRT marking is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore, ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but **NOW** – in their lesson.

Teacher Guidance for effective DIRT marking:
1. Keep it focused upon specific improvements to their work.
2. Models of work, an outstanding exemplar helps gives students a high standard to reach or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.
3. If students are receiving feedback that is targeted, they should learn clear patterns regarding how they need to improve in specific subject areas.
4. Utilise quality 1:1 verbal feedback to support DIRT marking.

Policy Summary

	TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY: (guideline may depend on the subject area)
1	In-depth teacher marking. Handwritten or online	★ Star ⌐ Staircase Teachers use green pen.	Formal piece of written work. Complete piece of work or Selective Marking depending on the subject. Regularly subject dependent.
2	Peer/self assessment	This should be written by students in blue pen.	At teachers' discretion: subject/faculty dependent
3	Verbal Feedback	VF Stamp or initials used by teachers in green pen.	As appropriate on a lesson-by-lesson basis. Students to respond/action verbal feedback given in blue pen.
4	Marking for English/Literacy	Codes to be used. Teachers mark in green pen.	All work considered but not necessary to correct every error.
5	Live Marking	Teachers can use ticks, initials, simple English corrections and verbal feedback or brief attainment-based comments in green pen.	At teachers' discretion: subject/faculty dependent

For students who complete work on file paper a progress tracker could be kept at the front of their folders so a record of feedback, comments and action taken will be accessible for each half term if necessary, but this may also be subject dependent.

An example of a progress tracker below, but this can be amended dependent on the subject.

Homework and Assessment Progress Tracker

Name_____ Subject_____ Half term_____

Date	Topic	%	Grade	Areas of Strength ★ a positive comment which relates to the learning objectives	Areas for Development ⌐ steps to make further progression in an area where the success criteria was not met	Action Plan Work to be completed. Deadline and review.

Some possible Strengths or Areas for Development

AO1 AO2 AO3   Mathematical Application   Not showing working out (calculation)   Memory Recall

Interpretation   Careless Mistake   Graphical Drawing   Graphical Analysis

Practical Application   Describe (give a detailed account in words)   Explain (give a reason to justify a theory/fact)