



# Written Feedback & Marking Policy

(ratified by the Full Governing Body on 10<sup>th</sup> July 2018 )

Review Cycle: 2 Years – Spring Term  
Review By: Leadership Team, HR/Standards Sub-  
Committee

Contents:

Introduction, Marking Policy and Notes

## 1 Introduction

1.1 The academy recognises that the quality of written feedback and marking is directly linked to student progress and achievement and is an integral part of the assessment procedure. The academy policy states the expectation in the school standards of written feedback and marking. These expectations should be adhered to by all. Curriculum areas differ in the nature of the work, the skills required and the learning outcomes. For this reason, each department can have their own Written Feedback and Marking Policy but it must be in line with the academy policy. It is the responsibility of the classroom teacher to ensure they adhere to this policy. It is the responsibility of subject leaders to monitor the standard of marking across their subject area. It is the responsibility of the leadership team to ensure the subject leader is effectively managing the marking and feedback in their subject area.

## 2 Quality of written feedback

2.1 Key stage three marking and feedback should be at regular intervals throughout the year. The academy expectation is every 3 weeks for subjects in which students have 3 lessons a week or 6 weekly for students who are taught once a week. <sup>1</sup>

Key stage four marking and feedback expectation is every 3 weeks. In the case of Year 11 marking, marking will predominantly take the form of feedback to GCSE questions.

The work of disadvantaged (PP), SEND and adopted learners should be prioritised by teachers when marking.

2.2 Marking should follow the same structure of feedback for all subjects. **P** should be used, followed by a statement making it clear what the student has done well – this should be specific to skills or knowledge within the subject area and in line with the lesson objectives and success criteria.

2.3 **T** should be used prior to a target that states clearly what needs to be done to improve academic performance. This target must be specific, reflect the learning outcomes and contain the appropriate level of challenge for the student. Students are expected to respond to their targets where appropriate. This is indicated with an **R**.

**Note:** Teachers of Year 11 must provide marking and feedback that delivers progress. In some instances P, T, R may not be appropriate, (in practice exam questions as an example), and therefore alternative styles of feedback can be provided.

2.4 If appropriate, after the target, students should be given a task or a question that enables a learning dialogue to develop between the teacher and the student. It is expected that the teacher will give students time at the beginning of the next lesson to act on any feedback given. This includes rectifying grammatical errors.

2.5 Targets should facilitate student progress. This can be achieved by students redoing part of their work, or can be evidenced through subsequent activities. In both cases, this should be clearly signposted for the students and their books should illustrate this progress.

2.6 Teachers of all subjects should mark for basic literacy mistakes. It is not expected that all grammatical errors are highlighted, but students should understand that grammatical accuracy is an expectation across the curriculum. The academy policy for correcting literacy errors is as follows:

Code	Explanation
SP	Spelling error
CL	Capital letter missing or misused
AP	Apostrophe missing or incorrect
UL	Underline
WW	Wrong word used
PU	Punctuation error
PR	Presentation issue
GR	Grammar error
//	New paragraph needed

- 2.7** Stickers and stamps should be used to celebrate effort and achievement – these could work alongside the whole school rewards system or may be specific to the department/faculty. The academy uses a ‘verbal feedback’ stamp to indicate when this has been given by the teacher.
- 2.8** All feedback given by the teacher should be completed in legible handwriting in a coloured pen to ensure the feedback is easily discernible from the students’ own writing. Peer marking should be indicated with the use of a green pen.
- 2.9** Teachers should have high expectations with regards to the presentation of students’ books and any deviation from this expectation should trigger a teacher response and, if necessary, a sanction. (see Presentation of Students’ Work Policy)
- 2.10** Unless otherwise stated, all books are formal academic records of learning and feedback. For this reason, it is expected that all books are presented in this way. Books should be graffiti free and should contain neat, well presented work.
- 2.11** To mark every piece of work to the depth and accuracy of the above is not possible and can have a negative impact on the confidence of the students. It is acceptable for intervening work to:
- be marked to a lesser depth
  - have non-written outcomes and / or stamps and stickers
  - be marked in class by the pupil (self-assessment)
  - be marked by swapping with another pupil (peer assessment)

## **2.12 Marking of homework**

Homework will be marked according to the guidance in the Homework Policy as follows:

Teachers will not provide detailed feedback to students on every piece of homework completed, but may elect to use certain pieces for their focused feedback as outlined in the marking policy. Teachers will endeavor to acknowledge each piece of homework\* using the following codes:

Code meaning

**A** – Homework completed to an impressive standard – reward points may be awarded

**C** – Homework completed to an acceptable standard

**S** – Some effort made, but the homework does not meet the expected standards

**D** – Homework is of a poor standard and a sanction has been applied.

Online homework will be marked in accordance with the service provided within the specific software used. Its completion will be tracked, but marking codes will not be applied in books.

\*Teachers may not acknowledge homework immediately within the lesson of submission as this may prove detrimental to teaching and learning.

- 2.13** Regular work scrutinies should be conducted by the subject leader to monitor the effectiveness of their departments marking (appendix 1).
- 2.14** Regular, unannounced work scrutinies should be conducted by the leadership team to monitor the effectiveness of marking across the school.

## **3 Appendices**

Appendix 1: Marking and feedback record form

## **4 Notes**

<sup>1</sup> It is recognised that during periods of controlled assessments of coursework writing, there may be the need to deviate from this schedule.

Signed: \_\_\_\_\_

Headteacher  
**Mr P Hyde**

Signed: \_\_\_\_\_

Chair of Governors  
**Mr M Dean**

Date: \_\_\_\_\_

# Quality of Written feedback

## Appendix 1

Teacher		Department		Date	
Class		Set/ sample		Overall Grade	

*Please ensure you look at and comment on all groups inc. pupil premium, SEND, and Most Able*

Area	Comments/ findings	Actions	Review
Presentation			
Challenge of activities			
Quality of targets and praise			
Evidence of progress			
Student response			
Pupil premium			
Most able			
SEN			

Additional points if required
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