



MARKING & FEEDBACK POLICY

Name of policy	Marking and Feedback
Named person (s)	Lindsay Hamilton
Review Committee	Teaching & Achievement
Review Period	September 2020 – September 2021
Next Review Date	September 2022

Rationale for review

A review of current practice has led us to question the types of feedback currently provided to the pupils at Bellingham Middle School and how this is impacting upon progress. Recent studies find that, 'written feedback on pupils' work has become disproportionately valued...and the quantity of feedback has too often become confused with the quality' (EEF, 2016). In addition, the workload in providing written comments within a set of books on a regular basis results in a heavy workload, especially if the impact is limited. The very fact that many subjects use coloured flag indicators to show when responding hasn't been carried out shows that despite detailed written feedback being given, some pupils were not acting upon it. In the DFE's 2014 Workload Challenge, marking was identified as the single biggest contributor to unsustainable workload. In September 2020, 80% of staff at Bellingham Middle School felt that too much time was being spent on written feedback, and in some cases, pupil work was being 'triple marked'. With the focus in current policy practice being on written feedback, there was an uneven spread of workload across departments and staff.

Research evidence

Extensive reading of current research, mainly from EEF, DFE as well as local schools, has assisted staff in formulating new methods, and generating a consensus, about effective feedback. Feedback must occur in order for progress to happen. We collaboratively agree that feedback must motivate our pupils, present challenges, drive progress and have an impact on future learning. New, effective feedback strategies have led us to become more reflective practitioners in collecting valuable evidence from pupil books swiftly so that any misunderstandings can be addressed, providing the right level of challenge in future lessons. The time taken to provide written comments throughout a set of books is better spent preparing for future lessons. 'Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation' (NCETM, 2016). We hope that new methods of providing feedback will reduce teacher workload by cutting down on the current expectations relating to written feedback. Our aims of this review are to:

- increase pupil responsibility towards their own learning.
- increase the amount of time staff have to consider planning.
- ensure marking and feedback workload is consistently manageable across all departments.

Aim

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our pupils. The aim of this policy is to ensure clear understanding of the **purposes, procedures and processes** of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. At Bellingham Middle School, effective marking and feedback underpins our school ethos and values, and aims to:

- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support pupils in becoming successful learners
- Encourage pupils to become responsible for their own learning

Purposes for responding to children's work:

- To inform future planning.
- To assess and monitor progress.
- To motivate pupils.

Procedures of Marking

- All work to be acknowledged by a red tick.
- All responding and improvements carried out in purple pen.
- No written teacher comment is expected or required. Occasional comments which will impact positively upon progress may be used providing they are personal and specific to that child and their particular needs.
- A 'Staff Feedback' record is completed by staff, not only to explicitly plan specific feedback, but to track specific groups of pupils, to identify and demonstrate learning, and to identify and plan to eradicate any misconceptions. All work will be read by the teacher and considered against the learning objective / intention. Results will be shared verbally with pupils frequently so that improvements and further progress can be made.
- Exemplar work will be shared and celebrated.
- Specific groups of pupils (SEN/D & PP) will be monitored closely throughout this procedure and support / intervention work will be noted.
- Pupils act on general whole class feedback, as well as individual / group coaching delivered verbally throughout lessons.
- Staff marking will be evidenced on 'Staff Feedback' records (Next Steps) and used to explicitly plan for feedback.
- 'Next Steps' sheets may be personalised by different departments and may not follow a standard format. However, 'Next Steps' sheets must detail the following non-negotiables: learning objective, evidence of learning, work to praise and share, areas for development, pupil premium, SEN/D.

Processes

The marking and feedback process occurs in 3 stages at Bellingham Middle School:

1. Acknowledgement of work: a red tick shows that work has been seen and read by the teacher.
2. Feedback planning / marking: notes are gathered by the teacher and hand-written on the standard 'Next Steps' records to assess and monitor progress. This will be used to inform future planning and will form the basis for planned, explicit feedback.
3. Verbal feedback: this will be given during whole-class, verbal feedback and will aim to motivate pupils by sharing successes and exemplar work. Smaller, more individual coaching for some pupils may be required to drive progress and address misconceptions, or alternatively, by providing challenge. Pupils will make all improvements to work in purple pen.

As well as this process, books will also show:

Stickers / stamps - to motivate pupils.

Aspects of assessment for learning - Self-assessments and Peer assessment - to develop pupil understanding of intended learning outcomes and assessment criteria.

SEN and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. SEN/D and Pupil Premium are tracked on 'Staff Feedback' records across the school. Explicitly-planned feedback sessions allow staff time to address specific needs of pupils with SEN. How effective a particular type of feedback is can be dependent on a number of factors, including the ability of the learner, how motivated the learner is, the type of task being undertaken, and the learning goals set. It is therefore important to carefully consider how to deliver feedback.

School Values

Work demonstrating our school values (kindness, resilience, respect) will be celebrated and highlighted with a school values sticker.

Monitoring and Evaluation

Monitoring of the policy will be carried out through work scrutiny led by subject leaders and SLT. This is to evaluate whole school consistency and the impact on pupil outcomes.

SLT will also monitor the impact of marking and feedback through work scrutiny as part of learning walks to monitor the quality of teaching, learning and feedback across the school. This will be triangulated with 'Staff Feedback' records, as well as pupil voice to establish how marking supports them in understanding what they need to do to improve their learning and to make progress. The focus of all work scrutinies will be to look at how the pupil is making progress. It will not focus on what the teacher writes. It will be purely on the impact this has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

A work scrutiny schedule will be used and will be available to staff. Feedback will be given to individual teachers.

Appendix A

Subject:	Date:	Group:
Learning Objective / Intention:		
Evidence of learning (what went well):	Work to praise and share:	
Areas for development:	Cause for concern – planned discussions / group work:	
SEN/D:	PP:	
Specific Department Targets / Actions:		

