



## **Feedback and Marking policy 2021-2023**

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## **Scope**

Marking pupils' work sits within the wider context of assessment policy and practice that is designed to inform teachers, pupils and parents about the next steps in pupils' learning. Such assessment activity becomes formative assessment when the evidence is actually used to adapt teaching and where pupils respond to feedback<sup>1</sup>. Therefore, assessment and marking are at the heart of teaching and learning because they help to ensure that teaching is appropriate and that pupils are making expected progress.

## **Principles and guidelines**

The following principles and guidelines will be used by faculty and/or subject teams to develop their marking policy and practice:

1. Feedback is a very effective way of improving pupils' learning and takes many forms, both written and oral. Whether for assessment work or day-to-day classroom work, feedback will be used to help teachers, pupils, and sometimes parents, understand what to do next to enhance, improve and extend pupils' knowledge and understanding. Feedback should motivate and stimulate pupils to make progress.
2. Whilst written feedback is a key form of feedback used to enhance pupils' learning, it will be complemented by, and used in conjunction with, oral feedback to individuals, groups and classes. The balance between written and oral feedback should be considered in relation to what makes the feedback meaningful to pupils as well as manageable for teachers.
3. Marking and feedback will be 'regular'. Oral feedback will typically happen during most lessons. Written feedback will happen at reasonably recurring intervals, so that there are a number of points at which teachers will monitor pupils' progress by marking work, giving feedback and requiring a response from pupils. Different subjects will have different patterns for what 'regular' means depending on the number of lessons timetabled during a week, but it will normally equate to giving written feedback at least once every 6 lessons or 2-3 weeks.
4. Marking should be timely. In other words, feedback should come without too much delay after pupils have completed the work being marked, in order for it to have an impact on their learning and progress. The aim is to give feedback when the knowledge and ideas are still fresh in pupils' minds.
5. Feedback will have a meaningful impact on learning by stimulating further response from the pupil. Feedback should therefore provide prompts, hints or clues (perhaps phrased as a question, an incomplete sentence or suggestion) that push pupils to think and have to work hard for the answers, therefore helping them to learn and to address gaps in their knowledge and understanding. Pupils may, as a result, redraft or correct work in response to feedback, or use targets to improve a subsequent piece of work, showing where they have addressed an issue. However, 'careless mistakes', rather than errors resulting from misunderstanding, can simply be highlighted as incorrect, without giving the right answer, and pupils should be expected to make corrections.

6. Time in some lessons will typically be given for Directed Improvement and Reflection Time (DIRT), so that pupils have the opportunity to respond to feedback with the support of teaching staff where needed, or this may be set as a homework activity.

7. All assessment work (such as “milestone assessments”) will receive written feedback in line with this policy. Work completed during lessons will be marked where appropriate in line with this policy.

8. The majority of formative marking will be comment only, so that pupils focus on the feedback and not simply how well they have done (i.e. by focusing on marks or grades). However, work (such as summative tests) given a mark or grade will usually still be marked ‘formatively’ so that pupils understand what to do next and are required to respond and improve their work.

9. Marking and feedback will relate to subject-specific learning objectives. However, it will also help pupils to improve their general literacy, particularly their spelling, punctuation and grammar.

10. Marking practice in each faculty should be reviewed in terms of:

- a. How well it impacts on students’ learning
- b. How the above aims can be achieved more efficiently

<sup>1</sup> Black Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2004), Working Inside the Black Box: Assessment for Learning in the Classroom, (Phi Delta Kappan, Vol. 86, No.1, pp.9-21

### **Policy review**

This policy will be reviewed by CVC and presented to the CVC Local Governance Committee for review and ratification every two years, or where amendments are necessary.