



**COTTENHAM
VILLAGE COLLEGE**
Astrea Academy Trust
INSPIRING BEYOND MEASURE

Feedback, Marking and Student Response Policy

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Scope

Providing ongoing feedback to students about their work sits within the wider **context** of assessment policy and practice that is designed to inform teachers, students and parents about the next steps in students' learning. Such assessment activity becomes **formative assessment** when the evidence is used to adapt teaching and where students respond to feedback¹. Therefore, feedback and assessment are at the heart of teaching and learning because they help to ensure that teaching is appropriate and that students are making expected progress.

Principles and guidelines

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

1. Feedback is a very effective way of improving students' 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, students**, and sometimes parents, **understand what to do next** to enhance, improve and extend students' knowledge and understanding. Feedback should **motivate and stimulate** students to make progress.
2. Whilst **written feedback** is a key form of feedback used to enhance students' 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 students as well as **manageable** for teachers.

3. Feedback will be **'regular'**. Oral feedback will typically happen in most lessons. Whole-class feedback will happen at reasonably recurring intervals, so that there are a number of points at which teachers will monitor students' progress by reviewing work, giving feedback to the group about common strengths and misconceptions and requiring a response from students. 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 teachers reviewing students' work and using that process to provide whole-class feedback and/or inform their teaching at least once every 6 lessons or 2-3 weeks.
4. Feedback should be **timely**. In other words, feedback should come without too much delay after students have completed the work being reviewed, 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 students' minds.
5. Feedback will have a meaningful **impact** on learning by stimulating further **response from the student**. Feedback should therefore provide prompts, hints or clues (perhaps phrased as a question, an incomplete sentence, suggestion or short task for them to complete) that push students to think and have to work hard for the answers, therefore helping them to learn and to address gaps in their knowledge and understanding. Students may, as a result, redraft or correct work in response to feedback, or use feedback to improve a subsequent piece of work, showing where they have addressed an issue. This could involve using sample answers as models against which students evaluate their work. However, 'careless mistakes', rather than errors resulting from misunderstanding, can simply be highlighted as incorrect, without giving the right answer, and students should be expected to make corrections. Corrections of this type will often focus on subject-specific or technical vocabulary.
6. Time in some lessons will typically be given for **Directed Improvement and Reflection Time (DIRT)**, so that students 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 reviewed *where appropriate* in line with this policy. It is not expected that teachers should give extensive written comments on classwork as this has a much more limited impact on student understanding and progress than requiring students to enhance their work by responding to whole-class feedback.
8. The majority of whole-class formative marking will be **comment only**, so that students 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 students understand what to do next and are required to respond and improve their work.
9. Feedback and marking will relate to subject-specific learning objectives. However, it will also help students to improve their general **literacy**, particularly their **spelling, punctuation and grammar**. Teachers are likely to focus on common, recurring errors.
10. Feedback 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

- c. ¹ 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) May2016

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.