



Key Responsibility:	BVI
Committee:	Standards & Curriculum
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Vision

Teachers provide students with timely formative feedback that promotes thinking and identifies what students need to do to improve. Teachers create a structure for students to act on feedback. Teachers select the most appropriate type of feedback/ assessment technique based on the needs of the student. A range of techniques are used.

Formative feedback is any information, process or activity which affords or accelerates student learning based on comments relating to either formative assessment or summative assessment activities.

Given the time investment that feedback represents, it is imperative to find ways to ensure it is effective and encourage students to learn from it.

Great feedback practice:

- helps clarify what good performance is and looks like;
- delivers high quality information to students about their learning;
- provides opportunities to close the gap between current and desired performance;
- encourages positive motivational beliefs and self-esteem;
- encourages teacher and peer dialogue around learning;
- facilitates the development of self-assessment (reflection) in learning;
- provides information to teachers that can be used to help shape further teaching

(Nicol, 2005)

Feedback to students may take the form of:

- A written comment and/ or target
- A written level or grade
- A verbal comment and/ or target
- A verbal level or grade
- Peer/ self-assessment
- An effort grade

Evidence suggests that the most effective feedback causes thinking and can direct attention to what is next (William, 2011). This feedback could be written or verbal and students should use this personal feedback to make improvements. Feedback is therefore targeted differentiation. Effective feedback should result in more work for the learner.

Assessment for Learning:

Assessment for Learning forms a fundamental part of every lesson. It builds confidence and self-esteem through establishing small steps for progress and by encouraging students to reflect regarding how, as well as what, they have learned. Assessment for Learning also informs future planning. The expectation is that each lesson will use explicit outcomes, linked to students' target grades, which frame learning within the set activity. Learning will also be

Whole School Feedback & Marking Policy

meaningfully reviewed and the teacher will have a clear understanding of all students so that effective support and further challenge can be implemented.

Marking

Written feedback should not be unnecessarily burdensome. Marking should be driven by professional judgement and be “meaningful, manageable and motivating”.

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers’ formative comments.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress - mark less but better.
(Elliott, 2016)

Students work should be marked in lines with the above principles. The regularity of marking is identified within individual schemes of work. These provide a framework for the minimal amount of written feedback that students should be provided with. It is expected that staff will provide quality appropriate written feedback in line with individual department policy and practice.

To provide some consistency summative responses to students’ work should:

Symbol	Information
⊕	Acknowledge the positive aspects of the work and reinforce success; this should be indicated with
Ⓣ	Identify errors and provide constructive advice for improvement; Targets set should be indicated with
ⓈⓇ	Students should respond to targets or questions posed in the feedback. Their response should be indicated by OSR. The response could be written in a different coloured pen for ease of identification.

The use of (T) and (SR) is to encourage dialogue and for students to reflect on their learning.

For example: MAD (make a difference) time or DIRT (dedicated improvement and reflection time) can be used at the start of the lesson to provide students with the opportunity to improve their work based on the feedback that has been provided. All feedback should show sensitivity to the needs and abilities of individual students and provide advice in language which can be understood by students.

Quality Assurance



Whole School Feedback & Marking Policy

All middle leaders will quality assure written feedback at least once every term. Findings will be shared with staff through a departmental meeting.

Students' views are important. Student voice will involve a focused look at what they like and dislike most about the feedback they are given.

SEN and Resource Base Teacher Feedback

Teacher assessment in the Resource Base is completed not on the students' work but on a separate assessment sheet. This is to continue to encourage and motivate these students, who have individual needs. Teacher assessment in learning support by specialist teachers will focus on teacher and student dialogue and place emphasis on students' reading the work aloud to unpick errors, before any teacher marking takes place.

Further points of note:

- Students will be rewarded for effort and attainment through marking and assessment in line with the school's Sanctions and Rewards Policy.

References

Elliott, V et al (2016) A marked improvement? A review of the evidence on written marking
Nicol, D. and Macfarlane-DickD (2006) 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education*, 31(2), pp. 199–218.
William, D. (2011) *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.