

**Review Date:** September 2024

**Review Officer:** Sayed Kazemi

## Marking and Feedback Policy

### Rationale

At RGSGQ, we believe in providing feedback to students so that they have a clear understanding of the way their work is assessed and how they can progress following this feedback. Students will feel confident and comfortable responding positively to feedback because of its effective application throughout the school.

Feedback should be supportive, informative and regular, and used as a tool to track progress and next steps.

Although feedback and marking are basic expectations of a qualified teacher and belong to the list of Teacher Standards in England, a policy ensures that all teachers are reminded of their professional duty and the impact this aspect of their professional duties has. A policy also ensures consistency in the practice of providing feedback to students.

### Aims

**The aims of providing feedback are multiple:**

- To provide opportunities to validate work and effort, to give encouragement and to show that students' work is valued.
- To ensure students reflect on their learning in order to progress.
- To reinforce high standards of work and presentation.
- To motivate students to want to produce high quality work and to make progress.
- To support the acquisition of English language, spelling and grammar and reinforce its accurate usage.
- To allow students to build up a realistic picture of their strengths and areas for improvement, providing guidance on how they can improve.
- To allow teachers to check if teaching has been effective and to inform the next steps of planning.
- To develop an interactive dialogue between teacher and student.
- To allow all stakeholders to see how progress is developing and where support is needed.

## Procedures

The minimum expectations for providing feedback are as follows. They provide a shared minimum baseline for departments to develop their respective policies to meet their subject-specific needs:

- Literacy marking is evident in students' notebooks/folders and work. Consistent Literacy marking codes used (as directed by the English department).
- Students are supported on their language acquisition/improvement journey.
- Feedback should be constructive and meaningful; it should include what students have done well (WWW) and what they need to do to improve (EBI).
- Formative feedback is provided regularly to students; the meaning of 'regularly' will be specific to classes, potentially to students, and therefore directed by subject specific marking policies. Nevertheless, the minimum expectation for core and other subjects is outlined below.
- Formative feedback includes acknowledgement and checking of accuracy of content/language, quality written feedback, verbal feedback, do now and review now and opportunities for self-assessment. See appendix 1 for examples.
- Students should reflect on feedback given; there should be clear evidence that students have acted on the feedback given (using a green pen). See appendix 2 for suggested feedback strategies that show students are reflecting on teacher comments.
- Progress over time should be tracked by teachers and students. Department marking policies will provide clear guidance on preferred tracking methods (termly, by unit, etc.).
- Teachers must encourage high standards of presentation through marking (see appendix 3).
- At KS3, summative assessments should be levelled with a grade, as per the grade approach used for termly reports to parents, the report will reflect the professional judgement of the teacher and determine a best-fit holistic score/grade for CWS/Gs.
- At KS4/5, summative assessments should be graded according to relevant exam board specification criteria.

Heads of Department or Subject Leads are responsible for monitoring the implementation and impact of the policy and feeding back to the Secondary School Leadership Team to support the review process.

| Core Subjects                                                                                                                                                                                                                                                                                             | Other Subjects                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Every lesson showcases evidence of green pen student self-assessment especially but not limited to Do Now tasks, following the Review Now model.</p> <p>*Self-assessment must encourage students to make the appropriate corrections, as well as use of formal written English including spelling.</p> | <p>Every lesson showcases evidence of green pen student self-assessment especially but not limited to Do Now tasks, following the Review Now model.</p> <p>*Self-assessment must encourage students to make the appropriate corrections, as well as use of formal written English including spelling.</p> |
| <p>Every half-term showcase evidence of at least two pieces of student work which are forensic/deep marking by the teacher in red pen.</p> <p>*Forensic marking must include a green feedback grid which guides pupils to perform green pen tasks that require a pupil response to given feedback.</p>    | <p>Every half-term showcase evidence of at least one piece of student work which is forensic/deep marking by the teacher in red pen.</p> <p>*Forensic marking must include a green feedback grid which guides pupils to perform green pen tasks that require a pupil response to given feedback.</p>      |
| <p>Every half-term books are checked twice by the teacher, for simple marking in red pen, including use of comments/symbols/stickers or stamps. This should focus on specific tasks or activities and can include live marking or addressing presentation in books.</p>                                   | <p>Every half-term books are checked once by the teacher, for simple marking in red pen, including use of comments/symbols/stickers or stamps. This should focus on specific tasks or activities and can include live marking or addressing presentation in books.</p>                                    |

## Appendix 1 – Formative Feedback

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acknowledgement and Checking       | It means work has been checked for completion and correctness of content/language usage (simple checking and correcting mistakes). Teachers will acknowledge such work using ticks, simple marks (10/10), stickers/symbols and/or brief attainment-based comments and address presentation. This may be completed through live marking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Quality Written Feedback           | <p>This is deep/forensic marking in red pen by the teacher, which relates to how well students have met the learning objectives in their work. It gives students the next step to improve work.</p> <p>This is provided through a feedback grid that must contain the following sections:</p> <p><b>WWW</b> – what went well: can be tailored to the class, focus on top scorers and what they did in the marked piece that other students should replicate</p> <p><b>EBI</b> – even better if: should contain three to five explicit tasks or targets given to students to improve work, can be personalised or take the form of a whole class activity. Pupils to complete in green pen.</p> <p><b>SPaG</b> – spelling, punctuation and grammar: should focus on common errors that need to be addressed.</p> |
| Verbal Feedback                    | <p>All lessons should showcase opportunities for effective verbal feedback.</p> <p>This can involve open and probing questioning, ongoing dialogue, and teacher commentary to ensure student work progresses towards intended learning outcomes. It may be recorded by a student after discussion with the teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Self/Peer Assessment Opportunities | <p>Opportunities for self or peer assessment and immediate feedback should be provided as regularly as possible.</p> <p>All lessons should include review now of starter activities that involve recall and retrieval of previous learning. Students should employ use of green pen to make corrections, and address spelling and literacy through use of formal written English.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Appendix 2 – Suggested Feedback Strategies

### Reduce workload AND increase impact!

#### Student engagement with written feedback

| Instead of...                                                                                                               | The teacher...                                                                                                                                                                                                                                                                                                                                                                      | The student...                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Writing annotations in the body of a piece of work and giving an overall comment                                            | Only writes annotations in the body of the work.                                                                                                                                                                                                                                                                                                                                    | Writes an overall review highlighting two strengths and one area for improvement                                      |
| Writing annotations in the body of a piece of work and giving an overall comment                                            | Only writes an overall comment.                                                                                                                                                                                                                                                                                                                                                     | Annotates areas of the work where the areas of strength are apparent and where improvements need to be made           |
| Writing extensive comments                                                                                                  | Only gives one strength and one possible improvement;<br>WWW:<br>EBI:                                                                                                                                                                                                                                                                                                               | Works to "Close the Gap" on the one issue identified                                                                  |
| Writing 'well done you have...' next to good aspects of the work                                                            | Puts a double tick next to the best parts of the students work                                                                                                                                                                                                                                                                                                                      | Adds the reasons for the double ticks                                                                                 |
| Marking every question in detail                                                                                            | Only marks the highlighted questions in detail. <b>There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!</b>                                                                                                                                                                                   | Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help     |
| Writing the same explanation on every piece of work when the same mistake is made by many students                          | Goes over this question in class                                                                                                                                                                                                                                                                                                                                                    | Writes their own correct answer                                                                                       |
| Writing out a full solution when a student gets a question wrong                                                            | Writes a hint or the next step                                                                                                                                                                                                                                                                                                                                                      | Completes the correction                                                                                              |
| Correcting work when a student makes a little mistake                                                                       | Writes WWWT? (What's wrong with this?)<br>Or RTQ! (Read the question!)                                                                                                                                                                                                                                                                                                              | The student makes their own correction                                                                                |
| Marking only extended pieces of work                                                                                        | Reviews in class students' initial plans for this work prior to marking the extended piece of work                                                                                                                                                                                                                                                                                  | Does not hand in rubbish!                                                                                             |
| Giving back work and moving straight on...Give students time to <b>Close the Gap</b> to make all that marking time worth it | Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if teacher asks students to "put a tick next to my comment if you know how to improve and a ? if you don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload. | Students read and start to engage with marking before working on the "Close the Gap" task the teacher has identified. |

### Appendix 3 – High Standards of Presentation

Strategies for encouraging high standards of presentation **across all subjects** include:

- Using blue or black pens for writing (not pencils)
- Crossing out errors with one neat line
- Writing the date and title, and underlining these with a ruler
- Using pencils for drawings and diagrams
- Using a ruler wherever a straight line is required
- Acknowledge, reprimand doodling, scribbling and graffiti
- Peer/self-review of work done with focus on presentation

### Role of Parents

To engage with feedback provided and discuss with own child and support where needed.