

Loving God - Caring for Each Other - Achieving Excellence

Marking and Feedback Policy 2023-24

This policy in practice outlines how teacher feedback is given to improve pupil learning.

This policy supports the idea that feedback should be ‘meaningful, manageable and motivating’.

This Feedback Policy is developed to work in each department and is in line with effective practice from the EEF. The methods and timing will need to be considered with careful professional judgement in each subject so that the particular learning context of an individual pupil is taken into account.

The Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers/lead practitioners at Crompton House has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that feedback should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

At Crompton House feedback should be:

1. (Meaningful) Follow high quality instruction, including using formative assessment strategies. The formative assessment strategies should be designed to assess the learning intentions and assess learning gaps so feedback can be direct.
2. (Manageable) Be timely. Curriculum areas should discuss and evaluate when feedback should be provided so that learning is maximised. Feedback should focus on: moving learning forward, targeting specific learning gaps, it may focus on the task, subject and self-regulation strategies.
3. (Motivating) Careful thought should be given to how students receive feedback. Pupil motivation, self-confidence, trust, and capacity to receive information can impact on effectiveness. Teachers should therefore implement strategies to encourage learners to welcome feedback. Teachers should monitor whether pupils are using it. Teachers should provide opportunities for feedback to be used so that pupil learning can progress.

A shared understanding of teacher feedback:





CONTENTS

- 1. The principles of effective feedback**
- 2. Departmental methods for feedback**
- 3. Common whole school marking codes**
- 4. Departmental Professional Learning**
- 5. Appendices – subject specific examples of effective practice.**

1.The principles of effective feedback

1. Lay the foundations for effective feedback.

Teachers will provide high quality instruction in lessons, including the use of formative assessment strategies (using the effective questioning strategies we have committed to). High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning goals (what do I want students to know, understand and be able to do?) and to assess learning gaps (how will I know what they know?) so feedback can be given to work towards a class going of all students knowing more and mastering more.

2 Deliver appropriately timed feedback that focusses on moving the learning forwards.

- a) Teacher judgement is important here – when is more immediate/ delayed feedback required?
The task, individual and class understanding should all be considered when planning lessons.
- b) Feedback should focus on moving learning forward. High quality feedback may focus on the task, subject and self-regulation strategies (see the work we have done on metacognition- have students got the tools/ checklists to regulate their learning?)

3 Plan for how pupils will receive and use feedback.

- a) Careful thought should be given to how pupils receive feedback. Knowing that the wording of feedback is important to motivation and the time given for students to act on it is essential for their improvement. Teachers should implement strategies that encourage learners to welcome feedback and should monitor whether students are using it (p38-44 of close the gap toolkit).

Additional considerations:

- the focus of feedback and marking should be to further children's learning.
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- written comments should only be used where they are accessible to students according to age and ability.
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- feedback should be regularly evaluated through student voice, assessment grades, in dialogue with colleagues to find what works for ensuring effective practice.
- Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. Pupil premium students should be prioritised to close the attainment gap.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their



learning, and that teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

2. Departmental methods for feedback

Teachers in all subjects are committed to providing effective feedback that is timely and moves learning forward. Some methods that are used in some subjects:

- a) Written methods of feedback; decoder comments may be used, raw marks or percentages. Written feedback will usually focus on a specific task, subject or self-regulation and students will be given time to act on the feedback.
- b) Students will also be supported with self and peer assessment methods to help them develop an understanding in a task, subject or self-regulation.
- c) Verbal feedback will be given frequently. (See close the Gap booklet p59-62)

3. Common marking codes

The aim of this school-wide approach is to ensure high quality written communication within every subject area. The symbols below should be annotated, where relevant, on students' written work to show students where they need to improve.

Literacy Codes

Marking for Literacy

At every formative and summative assessment point there will be an element of literacy feedback adapted to suit the discipline of specific subjects. This could include feedback on spelling, punctuation and grammar using the common marking codes below, as well as feedback on vocabulary, oracy and writing conventions.

When using marking codes, the most common errors will be highlighted and annotated:

- Sp = spelling error.
- P = punctuation.
- E = expression – check it is clear and accurate.
- // = Start a new paragraph.

All students, in all year groups must have these marking code stickers on the front of their books/folders.

4. Departmental professional learning

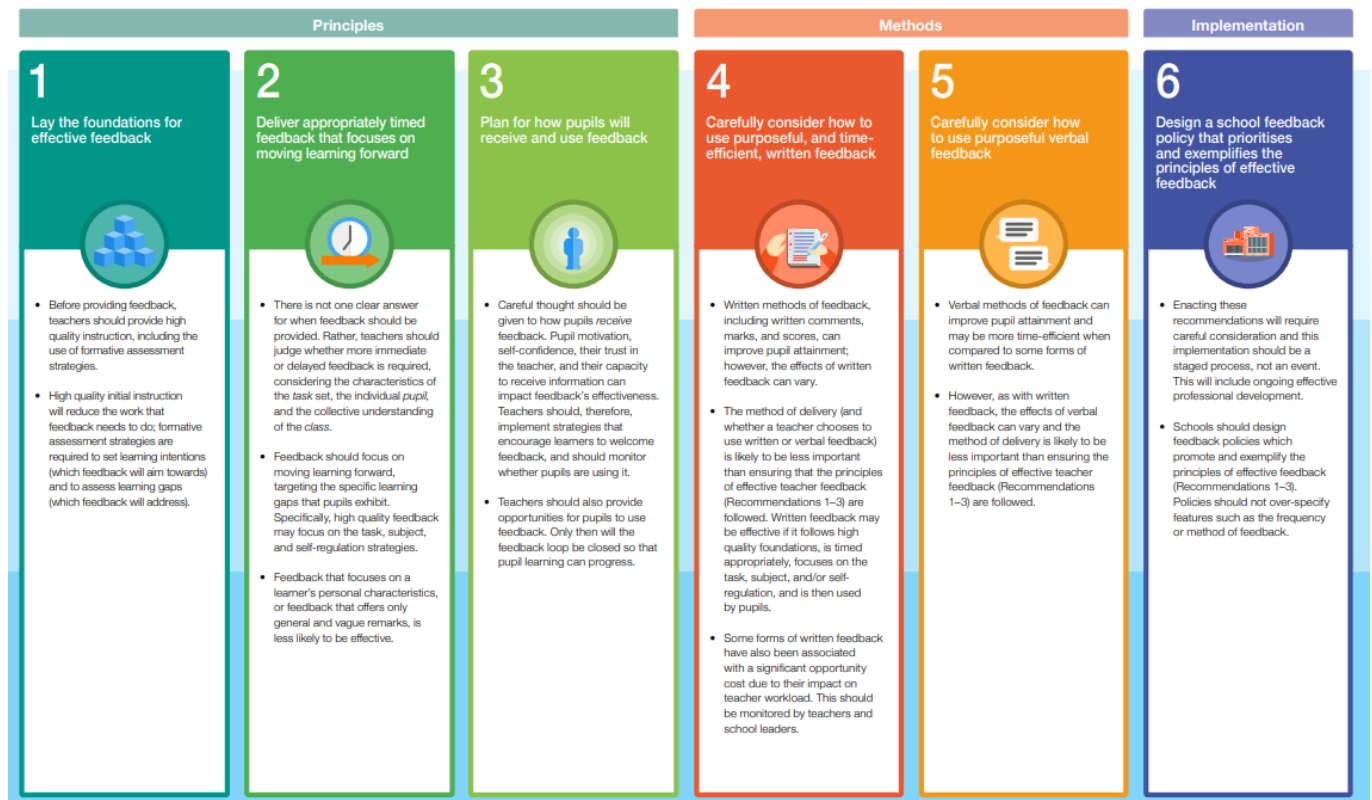
Teachers in all **Subjects** are committed to continually developing their own knowledge of effective feedback strategies and understand the importance of being secure in applying these skills. In addition to the whole school feedback resources, the department promotes collaboration between colleagues;

the sharing of effective practice, co-planning, moderating, team marking, coaching, and feeding back in a climate of professional respect and the spirit of critical friendship.

Opportunities are provided for teachers to find out more information about the specific needs of students within their classes so that teachers can adapt their teaching/ feedback to respond to the strengths and need of the students they teach. Departmental feedback codes may be used to ensure that feedback is phrased in the most useful way and that students have direction as to how they can improve a piece of work.

Teachers in all subjects may find the following blogs/ books/ resources useful for developing their knowledge:

EEF Poster:





Appendices 1

Subject Example of non-negotiable document. (English KS4)

Marking and feedback Policy

Marking must be meaningful, manageable and motivating. We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual learners on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. **It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.**

Department: English

Year Group: 10

Term: Autumn

AUT 1				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative	Language paper 2 question 2	Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker	Home	Week 1
Formative	Language paper 2 question 3	Personalised – peer-assessed written with CHS sticker	Class	Week 2
Summative	Language paper 2 reading section	Whole class – teacher - verbal - written down by students. Personalised – teacher - written assessment sheet and PLC	Class	Week 3
Formative	Language paper 2 question 5	Personalised – self-assessed written with CHS sticker	Class and Home	Week 4
Formative	AIC Act I Quiz	Doddle % - recorded by students / now replaced by paper quiz	Home	Week 5
AUT 2				



Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative	One AIC paragraph	Personalised – self-assessed written with CHS sticker	Class	Week 8
Formative	AIC Act II Quiz	Peer assessed in class	Home	Week 9
Summative	AIC essay	Whole class – teacher - verbal - written down by students. Personalised – teacher – marking sticker	Class	Week 10
Formative	AIC Act II quiz	Doddle % - recorded by students	Home	Week 11
Formative	One AIC paragraph	Personalised – peer-assessed written with CHS sticker	Class	Week 12
Summative	AIC essay	Whole class – teacher - verbal - written down by students. Personalised – teacher - sticker and PLC	Class	Week 13
Formative	AIC Act III quiz	Doddle % - recorded by students	Home	Week 14

Department:English

Year Group: 10

Term: Spring

Spring 1				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative	Language paper 1 question 2	Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker + SPaG annotations	Home	As taught
Formative	Language paper 1 question 4	Personalised – peer-assessed written with CHS sticker	Class	As taught
Formative	Ozymandias and London Doddle quizzes	Doddle % - recorded by students	Class	As taught
Formative	Practice GCSE poetry essay	Personalised – self-assessed written with CHS sticker	Class	As taught
Summative	Summative assessment poetry essay	Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker + SPaG annotations	Class	As taught



Formative	Narrative / descriptive writing	Personalised peer-assessed – verbal - written down by students	Class and Home	As taught
Spring 2				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative	Doddle quizzes on Bayonet Charge, Remains and Storm on the Island	% via Doddle	homework	As taught
Formative	Language paper 2 question 4	Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker + SPaG annotations	Class	As taught
Formative	Comparative mini essay on Tissue and the Emigree	Personalised – self/peer assessed written with CHS sticker	Class	As taught

Summer 1				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative	Language paper 1 question 5 – descriptive writing	Personalised – peer-assessed written with CHS sticker	Class	As taught
Formative	Language Paper 1 question 4	Whole class – teacher - verbal - written down by students. Personalised – teacher - written with CHS sticker + SPaG annotations	Class	As taught
Summer 2				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Summative	Exam Language Paper 1	Personal written feedback sheet and PLC. Whole class feedback lesson on key areas to improve.	Exam	Exam date



Summative	Exam Macbeth question	Personal written feedback sheet and PLC. Whole class feedback lesson on key areas to improve.	Exam	Exam date
Formative	Macbeth Act III essay	Peer or self assess using marking sticker.	Class	As taught

Formative	Narrative writing	Personalised – peer-assessed written with CHS sticker	Class	As taught
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Spring 2				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Summative	Language Paper 1	PiXL feedback sheet	exam	24.2.23
Summative	Language Paper 2	PiXL feedback sheet	exam	24.2.23
Summative	Literature mock exam	Whole class – teacher - verbal - written down by students. Personalised – teacher – feedback sheet and PLC	exam	24.2.23



Appendices 2 - Subject specific exam of Marking and feedback policy complete. (MFL exam)

MFL Feedback Policy in practice

MFL

This policy in practice outlines how teacher feedback is given to improve pupil learning.

This policy supports the idea that feedback should be ‘meaningful, manageable and motivating’.

We want to develop a feedback policy that works in each department and is in line with effective practice from the EEF. We will outline some effective practice but want colleagues to understand that the methods and timing will need to be considered with careful professional judgement so that the particular learning context of an individual pupil is taken into account.

The Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Crompton House has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that feedback should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

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- f) Verbal feedback will be given frequently. (See close the Gap booklet p59-62)
- g) Whole class feedback: WAGOLL, addressing common misconceptions as they arise, teacher circulation to address common errors
- h) Use of PLCs
- i) Computer room instant feedback on Teams
- j) Use of a visualiser
- k) Assessment for learning: mini whiteboards, thumbs, RAG, targeted questioning, hands up for scores
- l) Vocab SWIKs

KS3 specific examples of feedback (what is common across a year group?):

- Mini SWIKs (vocab tests bi-weekly on small units of vocab)
- Big SWIKs (vocab tests at the end of each half term)



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- Individual written feedback on paragraphs of writing
- Phonics tests – 2 per year with an individual mark and whole class feedback
- WAGOLLS and visualiser whole class feedback

KS4 specific examples of feedback (what is common across a year group?):

- Mini SWIKs (vocab tests weekly on small units of vocab)
- Big SWIKs (vocab tests at the end of each unit)
- Individual written feedback on essays
- Mock speaking exams with feedback
- WAGOLLS and visualiser whole class feedback

KS5 specific examples of feedback (what is common across a year group?):

- Mini SWIKs (vocab tests on small units of vocab – 3 per topic)
- Big SWIKs (vocab tests at the end of each unit)
- Individual written feedback on summaries, essays, written work answering a question
- Regular stimulus card feedback – minimum 1 per topic
- WAGOLLS and visualiser whole class feedback

Teachers in subject ensure students understand feedback and know how to engage with it by:

- Giving DIRT time – this is embedded into the scheme of work
- Using the visualiser to explore WAGOLLS
- Setting misconception/spot the error starters and going through these with the whole class before pupils engage with individual feedback
- Circulating around the classroom while pupils are completing red pen tasks, in order to assist 1-2-1

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Marking for Literacy

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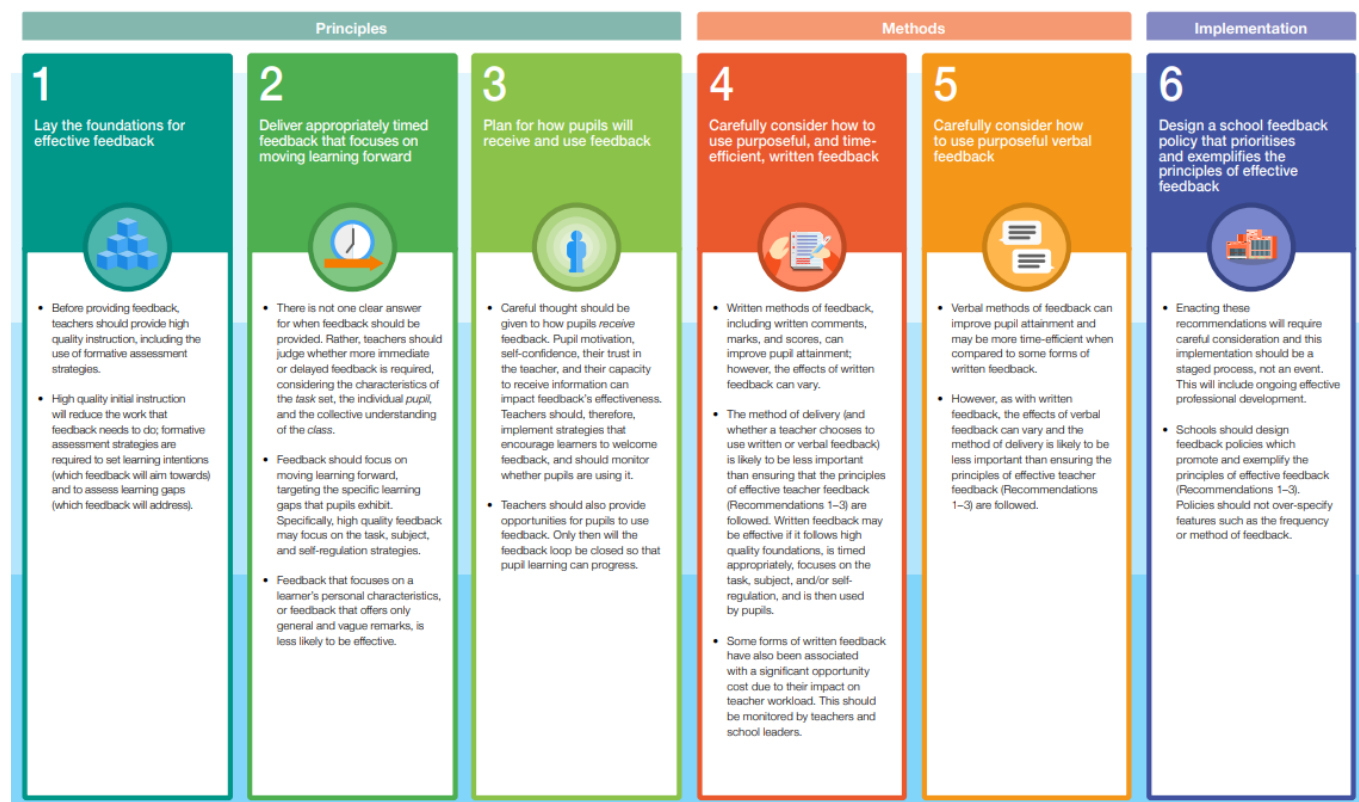
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EEF Poster:





7. Subject non-negotiable document

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Marking and feedback Policy



AUT – Year 7 SPANISH				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Summative	Phonics test 1	Mark given and whole class feedback with do now	Classwork	Week 6 w/c 9 th Oct
Formative	Big SWIK 1 Grammar focus: ser and tener in 1 st , 2 nd and 3 rd person	Peer marking	Classwork	Week 8 w/c 30 th Oct
Formative	Writing – give name, age, birthday, talk about pets	Teacher marking – WWW, EBI and Do now	Classwork	Week 9 w/c 6 th Nov
Spring – Year 7 SPANISH				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Summative	Summative assessment 1	Listening and reading – peer marking Writing – teacher marking Phonics – from AUT term week 6	Classwork	Week 16 w/c 8 th Jan

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Marking and feedback Policy

AUT 1 – Year 10				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative assessment	Translation into Spanish	Written feedback	Classwork	Week 4 25 th Sept
Formative assessment	40 word and 90-word essay – Me, my family and friends	Written and whole class feedback with WAGOLL	Classwork	Week 6 9 th Oct
AUT 2 – Year 10				
Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline
Formative assessment	Big SWIK on Me, My Family and Friends	Peer assessment	Classwork	Week 8 10 th Oct
Formative assessment	Photo card on technology	Written feedback and whole class feedback with WAGOLL	Classwork	Week 10 13 th Nov
Summative assessment	Summative assessment 1 – reading, listening, sentence translations and 90-word essay	Written and whole class feedback on essay section with WAGOLL	Classwork	Week 11 20 th Nov
SPRG 1 – Year 10				
Summative/Formative	Key Marking Piece	Feedback type given	HWK or Classwork	Date deadline
Formative assessment	Big SWIK on Technology	Peer assessment	Classwork	Week 16 8 th Jan
Summative assessment	Summative assessment 2 – 90 words	Written feedback (1 x feedback sheet)	Classwork	Week 21 12 th Feb
Summative assessment	Summative assessment 2 – 150 words	Written feedback (1 x feedback sheet)	Classwork	Week 21 12 th Feb

Year 7 Spanish – AUT SWIK TEST 1 – (PLCS AUT1 – AUT9)

Date: _____

		Mark
AUT1		
1	¿Qué tal ?	
2	Fatal	
3	Vivo en...	
4	Me llamo...	
AUT2		
5	Soy...	
6	Divertido/a	
7	Listo/a	
8	Guay	
9	Síncero/a	
AUT4		
10	Tengo once años.	
11	¿Cuántos años tienes?	
AUT5		
12	Tengo...	
13	Una hermana	
14	Un hermano	
AUT6		
15	¿Cuándo es tu cumpleaños?	
16	Enero	
17	Diciembre	
AUT7		
18	catorce	
19	treinta	
AUT9		
20	Un perro	

Hello!

Name:

Success criteria:

- Say hello
- Give your name
- Say how old you are
- Say when your birthday is
- Tell me about your pets – you can make this up. Be creative! (**Challenge: Use colours. Be careful: think about adjectival position and agreement**)
- Say goodbye

[illegible]

Year 7 Spanish – AUT SWIK TEST 1 – (PLCS AUT1 – AUT9)

Date: _____

21	No tengo mascotas.		
SECTION INTO SPANISH			
22	Goodbye		
23	Generous		
24	A sister		
25	Twelve		
26	A cat		
GRAMMAR – Translate (ser and tener):			
27	Tienes		
28	Tiene		
29	Es		
30	Eres		

Please review your results and update your PLCS (AUT1 – AUT9) in your knowledge organiser booklet.

Hello!

Name:

Feedback

[illegible]

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CROMPTON HOUSE SCHOOL KS4/KS5 SUMMATIVE ASSESSMENT FEEDBACK SHEET																																							
Student:	Date:		Class:																																				
MEG:	Grade Attained:																																						
Based on my last assessment grade, I am working (please circle):																																							
<div style="display: flex; justify-content: space-around;"> above target grade at target grade below target grade </div>																																							
Assessment Title: Year 11 mock 1 (AUT 2023) – higher tier	Listening Mark:	/50	Maximum Mark scaled:	/240																																			
	Reading Mark:	/60	Marks Achieved scaled:	/240																																			
	Writing Mark:	/60	% Achieved:	%																																			
	Speaking Mark:	/60																																					
90-word essay topic:																																							
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Content	Response	Quality of Language	Mark	Response																																			
9-10	<ul style="list-style-type: none"> All 4 bullet points covered A lot of information communicated Communication clear 2-3 justified opinions 	<ul style="list-style-type: none"> Variety of verbs Complex structures attempted Present tense correct Past time frame mostly correct Future time frame mostly correct Errors mainly minor Intended meaning is always clear 	5-6																																				
7-8	<ul style="list-style-type: none"> All 4 bullet points covered Quite a lot of information communicated Communication mostly clear 2-3 opinions 	<ul style="list-style-type: none"> Some variety of verbs Maybe some complex structures attempted Present tense correct Past OR future time frame sometimes correct Some major errors, many minor errors More accurate than inaccurate Intended meaning mostly clear 	3-4																																				
5-6	<ul style="list-style-type: none"> 3 bullet points covered Some information communicated Communication generally clear with lapses 1 opinion 	<ul style="list-style-type: none"> Narrow/inappropriate range of verbs Short/simple sentences Frequent major and minor errors 	1-2																																				
3-4	<ul style="list-style-type: none"> 2 bullet points covered Messages often breakdown Communication sometimes clear with lapses 1 opinion 	<ul style="list-style-type: none"> Content does not meet standards above 	0																																				
1-2	<ul style="list-style-type: none"> 1 bullet covered Little information is conveyed Communication often not clear 																																						
0	<ul style="list-style-type: none"> Content does not meet standards above 																																						
<p>I can write 90 words on theme 1, responding to all 4 bullet points clearly and in the appropriate time frame (present, past or future). I use a variety of vocabulary and structures and some complex language (achieving 14 or more out of 16)</p> <div style="display: flex; justify-content: flex-end;"> <div style="border: 1px solid black; padding: 2px;">Red</div> <div style="border: 1px solid black; padding: 2px;">Amber</div> <div style="border: 1px solid black; padding: 2px;">Green</div> </div>																																							
<p>What went well (Teacher feedback): See mark scheme above.</p> <p>Other:</p>																																							
<p>Steps to progression (Teacher feedback): See mark scheme above – check the next band to see what you need to do to improve.</p> <p>Other:</p>																																							
<p>Now task completed by pupils:</p> <ul style="list-style-type: none"> Write a response to the missing bullet point(s) Add in at least 2 complex structures (see survival kit in your KO) Add in 2+ <u>opinions</u> Revise how to form the past tense and translate the following below: Revise how to form the future tense and translate the following below: <p>Other:</p>																																							

150 word essay topic:					
Content*	/15	Range	/12	Accuracy: /5	
TOTAL:	/32	Accuracy	/32		
13-15	<ul style="list-style-type: none"> Both bullet points Fully relevant & detailed A lot of information Little/no ambiguity 2+ justified opinions 	10-12	<ul style="list-style-type: none"> Very good variety of vocab Very good variety of structures Complex sentences accurate Fluent and coherent 	5	<ul style="list-style-type: none"> Overall very accurate Errors in complex structures Verbs secure
10-12	<ul style="list-style-type: none"> At least 1 bullet point Almost always relevant A lot of information A few ambiguities 2+ justified opinions 	7-9	<ul style="list-style-type: none"> Good variety of vocab And structures Complex lang attempted Mainly fluent, occasional lapses 	4	<ul style="list-style-type: none"> Generally accurate Minor errors Errors in complex structures Verbs mostly secure
7-9	<ul style="list-style-type: none"> At least 1 bullet point Generally relevant Quite a lot of info Some ambiguities 2+ opinions 	4-6	<ul style="list-style-type: none"> Some variety of vocab And structures Longer sentences (connectives) usually correct 	3	<ul style="list-style-type: none"> Reasonably accurate Minor and major errors Verbs usually secure
4-6	<ul style="list-style-type: none"> At least 1 bullet point Some relevant info Communication sometimes clear 1 opinion 	1-3	<ul style="list-style-type: none"> Little variety of vocab And structures Short and simple sentences 	2	<ul style="list-style-type: none"> At least 50% accurate Intended meaning usually clear Verbs sometimes correct
1-3	<ul style="list-style-type: none"> At least 1 bullet point Limited relevant info Communication not clear 1 opinion 	0	<ul style="list-style-type: none"> No bullets covered 	1	<ul style="list-style-type: none"> Major errors Frequent minor errors Intended meaning not always clear Limited verb success
0	<ul style="list-style-type: none"> No bullets covered 	0		0	

*Award the middle value of the box unless you would consider the box above or below.

Variety of Vocab	Complex Structures	TENSES
Synonyms Different persons of verbs Avoid repetition Sophisticated Vocab	Intensifiers Time markers Connectives Adverbs	Negatives Infinitive phrases Comparatives Relative clauses
		Past (perfect/active/passive) Imperfect Near future Simple future Conditional

24-32 = green
18-23 = amber
0-17 = red

HIGHER 150 word essay - I can write 150 words responding to two bullet points giving relevant, detailed and clearly communicated information. My language is very accurate and includes a secure use of verbs, varied vocabulary, structures and complex language.

Red

Amber

Green

Document CSC-M&FP2021/December 2023 adopted by Curriculum Committee

Date 5th December 2023

Signed (Chair).....J Swift.....

Print NameJonathan Swift.....

Date of next review.....December 2024.....