Feedback and Marking Policy

Part of the Quality of Education Suite of Policy

Committee Responsible:	**Curriculum and Achievement**
Reviewed by:	Wahida Patel
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Feedback and Marking

Aims:

- To ensure all groups of students are provided with feedback both written and verbal to help them reach or exceed their full academic potential

- To support all students in responding to their teachers and peers' feedback, hence make progress;

- To ensure that students take responsibility for assessing their own progress and for being proactive about taking next steps to improve

- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing

- To establish constructive dialogue between teacher and student

- To ensure students know their target grades, the distinction between a projected grade and a grade awarded for a short test or other summative assessments.

Responsibilities of Head of Department:

- To develop a departmental policy which compliments the school feedback policy but ensures that the amount of feedback given allows for rigorous data to be collected to inform the projected grade at assessment points. For **core** subjects where the teacher sees the class several times may need to feedback more often.

- To monitor and feedback to the team (with evidence) the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle.

- To support their team in meeting the needs of the school feedback policy. Ensuring the curriculum plans allow for a **minimum of** one piece of quality in depth marking per half term (the length of the pieces may vary) and to ensure that books are monitored half termly to ensure that students are completing class work and homework to a high standard. Note that Core subjects will be a minimum of 2 per half term and KS3 may vary depending on the number of lessons seen per half term.

- To support their department in scheduling collaborative marking opportunities to engrain consistency through discussion and comparison, sharing and celebrating good practice.

- To respond to assessment analysis using SISRA of effort and homework scores and support students to improve for the next data drop.

- Departments can adopt feedback systems to suit their schemes of work, for example using coloured sheets (see appendix).

Responsibilities of class teachers:

- To mark a **minimum of** one piece of work and to monitor books to ensure that students are maintaining their books at a high standard per half term. For **core subjects** this will be carried out as a minimum of 2 pieces of work per half term (see appendix for more guidance).

- Books should contain evidence of teacher marking in **red** pen, response to feedback in **purple** pen, and peer and self-marking in **green** pen.

- To make formative and summative assessments for each unit of work according to the curriculum plans. This will be a mixture of classwork and homework tasks

- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress

- To implement Literacy marking guidelines where relevant (see appendix)

- To ensure students action feedback using purple pen

- To make a formal record of students' progress in the departments shared record sheets which can then be used to provide a projected grade, effort and homework scores at key assessment drop dates in Arbor. Any underachieving progress is then actioned appropriately.

Responsibilities of the student:

- To act on all feedback to improve their learning using purple pen if responding to teachers' comments and green pen for self/peer assessment

- To request additional feedback when required

- To be aware of their target grades and their current tracking grade

Appendix

Feedback may take the following forms:

1. **Teacher written feedback** (This should be carried out as a minimum of once per half term, however, for **core** subjects this will be a minimum of 2 pieces of work per half term - *KS3 may differ depending on the number of lessons seen in a HT)*

   Teachers should mark a reasonable piece of work with comments that allow teachers to check for student progress. Teachers should ensure that this feedback is given back in a timely manner that allows the student to be able to respond and bridge the gap between current performance and targeted performance.

   Departments can adopt feedback systems of deep marking to evidence in students' books such as marking grids which can be colour coded so it is clearly visible.

2. **Book monitoring** (This should be carried as a minimum of at least once per half term however, *KS3 this may differ depending on the number of lessons seen in a HT)*

   Teachers should monitor that the quality of classwork and homework has been kept to a high standard. Teachers will ensure that peer/self-assessment and purple pen to action teacher's feedback have been done.

   Book monitoring should inform the teacher the score of 5* - 1* for effort and 5* - 1* for homework at key assessment points (see assessment policy and homework policy)

Literacy codes

Teachers will mark work with the following symbols so that students can identify and correct the Literacy errors they have made (see Literacy policy for further details).

   S = Spelling mistake   P = Punctuation   C = Capital Letter

   ? = Meaning unclear/ what do you mean?   // = New paragraph needed

Departments may extend this list of codes to meet their subject needs

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Bentley Wood High School recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students may use AI tools:

As a research tool to help them find out about new topics and ideas

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Students may not use AI tools:

During assessments, including internal and external assessments and coursework

To write their homework or class assignments, where AI-generated text is presented as their own work

Bentley Wood High School considers any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in this homework policy, the assessment policy and the exam policy. As such, for the purpose of marking and giving feedback, any AI-generated work will not be marked or considered for judgements on student's attainment.

What effective constructive feedback may look like at BWHS:

Questioning

- Hands down, teacher selects student to answer;
- Wait time – all students have an opportunity to think before answering;
- Students encouraged to consult in pairs/groups before answering;
- Open ended questioning;
- Use of wrong answers to develop understanding;
- Students formulating questions to interrogate the topic;
- Deep questioning opportunities – "Why" "How would" "What if".

Effective feedback both written and oral

- Students clearly understand the success criteria;
- Dedicated Improvement and Reflection Time Feedback is incorporated into lessons;
- Evaluative comments which indicate how to improve;
- Make time for live feedback;
- Feed forward tasks are planned for. e.g. annotate your work against success criteria;
- Oral feedback is acknowledged and acted upon;
- Wall displays are linked to feedback;
- Targets are visible and clearly understood by students;

- Teachers insist on students responding to their feedback;
- Opportunities made for students to follow up teachers' comments i.e. make one focused improvement;
- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom;
- Constructive comments only, without grades'.

Peer and Self- Assessment

- Opportunities for students to reflect;
- Students requested to read through/mark their own work;
- Mark schemes/ assessment criteria made explicit to students, who use these to evaluate their own work;
- Use of model responses as part of peer assessment;
- Use of response partners;
- Groups marking work;
- Whole class review of work e.g. in plenary.

Regulating Learning – circulating to assess and support while students are engaged in a task

- Teachers using time well to engage with a number of students in turn, whilst remaining aware of the needs of the rest of the class;
- Teachers employing a range of AFL strategies as appropriate to the students' needs e.g. questioning, feedback, redirecting learning, facilitating self-assessment, exemplification, scaffolding etc.; which can lead to improved progress;
- Judicious consideration of when to intervene in group work or the need for additional group or whole class teacher input;
- Recognition of the specific needs of individual students and supporting these.