Feedback and Marking Policy

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Version Control Table

Version	Date	Amended by	Rationale
1.0	01/06/2016	Geoffrey Fowler	Original policy
2.0	24/10/2018	Victoria Webb	Whole college literacy marking symbols amended in line with the literacy policy
2.1	01/10/2020	Victoria Webb	Minor updates, all subjects must complete formative and summative assessment according to the staff calendar.
3.0	12/11/2020		Version approved by Committee
3.1	31/08/2021	Furnaz Ahmed	Pages 6, 8 and 9 amended to reflect new practice. New Appendix 2 on assessment tools added.
4.0	11/11/2021		Version approved by the Committee

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

FEEDBACK & MARKING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	**Tick (✓)**	**Type of Stakeholder**	**Tick (✓)**
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

Contents

1. Policy Aims

The purpose of feedback and marking should be to make a positive contribution to learning and progress by;

- Recognising what is good*

- Guiding the learners on next steps and how to improve*

- Challenging the learners to make further progress*

Written responses offer a keyway of providing feedback to learners and helps teachers assess their learners' understanding.

2. Policy Principles

The principles outlined in this policy apply to all key stages, including the Sixth Form.

Key principles underpinning Feedback and Marking at London Design and Engineering UTC.

There are two key features to the approach to feedback and marking at London Design and Engineering UTC:

- Teachers can provide feedback in different ways and not simply through marking in books and on 'Feedback sheets.' All feedback is valid as long as it meets the criteria outlined above*.

- It is imperative that, once feedback has been provided by the teacher, the learners are given opportunities to improve and that they act upon the feedback provided. This is achieved through DIRT (Dedicated Improvement and Reflection Time).

This policy is based on the core principles above but also on the recognition that:

- It is the monitoring of books/reading of learner work that is central to providing teachers with information on learner understanding; this informs future planning and the feedback provided.

- There are several methods of providing and sharing feedback to learners, it can be immediate formative feedback whilst learning is taking place or summative feedback at the end of a task and can include verbal and written feedback to individuals, groups or to the class as whole.

- Self and peer assessment, provided they are based on clear success criteria, are also valid forms of feedback when they contribute to improvements and learning

- Literacy should be a focus of the feedback provided.

- DIRT (Dedicated Improvement and Reflection Time) should be built into lessons on a regular basis, with a clear expectation that learners will respond to the feedback and marking provided

- The full extent of feedback provided by teachers should not be measured by marking in books alone.

- It is learner response to feedback and marking and them taking responsibility for improving their work that is crucial to learning.

- Evidence of learner response and of them improving their work is a key indicator of effective feedback.

- Learner response to feedback and marking should be clearly evident.

- Literacy Feedback and Marking (additional guidance on expectations and approach):

- Literacy feedback should be ongoing and incorporated into regular DIRT within the classroom (Examples of Literacy DIRT activities can be found in the Appendix 1).

- Literacy feedback and marking should be clear when learner 'Feedback Sheets' are completed.

- Individual literacy interventions should be implemented when appropriate and when there is a clear need.

- Common Literacy marking symbols should be used, as outlined (in **Appendix 1**).

3. Policy Procedures

Whole College Policy	
Teachers Will:	**Learners Will:**
Monitor learners' books to check that pride is being taken in their work, all work is completed and dated. Bookstamps[1] will be completed weekly	Complete all work in books and folders
Assess progress and learning through formative and summative assessments according to the calendar	Prepare themselves for formative and summative assessment tasks.
Identify ways to improve the work or promote further learning and progress	Ensure books are handed in when requested and by the given deadlines
Feedback to the learners: - verbally - through email - through notes on board / sheet - in books	Carefully listen to / read teacher feedback Ask for clarification if the feedback is not clear
Set appropriate tasks to promote learning and progress e.g. - questions to check learning and understanding - SPaG corrections - Extending writing - Further research and reading	Respond to tasks and complete tasks set
Provide opportunities for learners to respond to feedback and so promote improvement	Expect and recognise the importance of improving work
Complete a "Feedback Sheet" where necessary for each learner every half term. Provide details of what is going well and how to improve	Read feedback provided and **give a written response to the feedback given**. Be able to explain what they have to do to improve.

1. *During the coronavirus pandemic, it will not be possible to complete bookstamps weekly as staff are not moving freely amongst learners. This will be completed at least every assessment period (twice a term) and as frequently as H&S permits.*

4. What Should be Evident in Learner Books?

- Learners regularly addressing teacher feedback in **green pen**. There may be instances when teacher feedback is verbal or shared on the board and so it may not always be apparent in the books – learner responses provide evidence of feedback given.

- Regular Feedback Sheets (**orange** formative & summative feedback stamp) (in **Appendix 2**).

- Literacy feedback evident on 'Feedback Sheets' and as appropriate in learner books.

- Self-assessment and peer assessment may also be evident.

Sixth Form: (Additional guidance on expectations and approach)

- Each learner must have an exercise book and a plastic wallet style folder for storing loose sheets, per subject where appropriate.

- The learners must ensure that they take their exercise book (where appropriate) to every lesson and maintain their notes/work to a high standard.

5. Further Clarification of Policy

- The policy moves away from a 'traditional' marking policy and it should be recognised that it is the monitoring of learning, feedback in any number of forms and then the learner response to feedback that is significant and not always teacher written feedback on all pieces of work.

- The policy places the key purpose of feedback and marking on learning and improvement.

- There is a clear shift of responsibility towards the learner taking responsibility for their learning.

- The policy allows for individual styles and subject specific application (e.g. how to use 'Feedback Sheets' can be determined on a subject basis), as long as core principles are adhered to – the schedule for the feedback is highlighted within the curriculum plans.

- The impact of the policy will be monitored regularly through whole college by curriculum leads and LT. Through regular monitoring and evaluation, support activities will be put in place and reviewed appropriately.

Appendix 1: Whole College Literacy Marking Symbols

Code	Meaning
SP	Incorrect spelling: Try this word again 3 more times.
P	Punctuation error: Put in/take out full stop, comma, question mark etc.
CL	Capitalisation error: Capital letter is required.
//	Paragraph: Mark in where a paragraph should be.
EXP	Expression: Make clearer for the reader by checking grammar, missing words or incorrect use of words.
^	Word missing: Put in a word to make sentence grammatically correct.

NB: When correcting spellings, no more than 3 per page should be identified. Learners should then be given an opportunity to learn and practise the correct spellings.

Examples of Literacy DIRT activites (either whole class or individual):

Working above benchmark	Read through your work and re-write a section of it using more sophisticated and academic vocabulary.	Find two alternative ways of saying "this shows" and re-write some of your senteces to incorporate your new vocabulary.	Identify a sentence that could have incorporated a colon for emphasis – re-write the sentence including this piece of punctuation.
Working at benchmark	Proof read your work and identify two sentences that could be extended. Re-write the original sentences adding more detail by using connectives or subordinate clauses.	Check your use of apostrophes for omission. Correct the mistakes in your work and then write three more sentences that include words with apostrophes that show missing lettters e.g. you're, haven't, I'd	Re-read your work and consider how well you've linked your paragraphs. Add discourse markers to topic sentences to help whole text cohesion.
Below benchmark	Re-write a small section of your work adding full stops and capital letters in the correct places. Remember: a full sentence must include at least one subjct and one verb.	Check your use of homophones (eg: there, their and they're). Using a different coloured pen , change any hopmophones that have been used incorrectly.	Make a list of connectives that you already know. Re-write a small section of your work using the connectives to create compound sentences.

Appendix 2: Assessment tools

Formative assessment: Will provide detailed feedback on how to improve understanding/knowledge on a piece of work.

Learners will be given time to respond to feedback during DIRT – where appropriate this must be in **green pen.**

Summative assessment: Will assess cumulative understanding across topics and provide the teacher with quantitative information on the progress the learners are making. Teachers will highlight whether the learner is on/above/below etc against target grade. The centre can be used to highlight a percentage or grade – this is up to the teacher.

Along with the stamp, some comments of how the learner can improve will be provided.

Learners will be given time to respond to feedback during DIRT – where appropriate this must be in **green pen.**
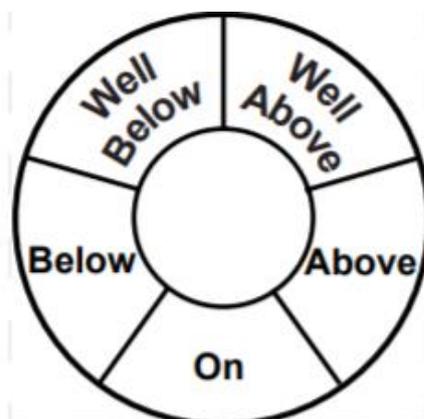
Appendix 3: Page markers

To help learners and staff identify where the feedback has been given, where feedback has been given in hard copy rather than digital, staff will use page markers.

Orange & Pink = Formative

Purple & Blue = Summative

Green and & Yellow = DIRT

This policy should be read in conjunction with the Teaching and Learning policy.