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| <b>Dronfield Henry Fanshawe School</b><br> | <b>Policy No:C13</b> | Revision No:  | 1           |
|   |                      | Date Issued:  | June 2016   |
| <b>Marking and Feedback Policy</b>  |                      | Committee:    | Curriculum  |
|   |                      | Author:       | AMA/SFO/SLT |
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### **Introduction:**

**Linked policies:** Learning and Teaching Policy, Assessment, Recording and Reporting Policy, Curriculum Policy, Homework Policy, CPD Policy, Internet Policy, Attendance Policy, Behaviour and Discipline Policy

### **Our Vision**

Helpful feedback, responded to by students, results in outstanding progress. Marking and feedback at Dronfield Henry Fanshawe School should be meaningful, manageable and motivating. Students learn to improve their own work and take great pride in the quality and presentation of their work.

### **Managing teachers' workload**

This policy has absorbed the findings of two recent national reports pertaining to marking:

- Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016
- Education Endowment Fund Review, April 2016 -

[https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)

### **Key aims**

1. To offer feedback to the learner on how best to develop their knowledge, skills and their attitude to learning (AtL)
2. To ensure that the student responds appropriately to this feedback
3. To train students to self-improve through editing, redrafting, self and peer assessment so that their reliance on the teacher is gradually reduced
4. To mark less and achieve more allowing teachers time and energy to plan and deliver exciting, vibrant lessons
5. To focus evaluative/ QA systems on STUDENT OUTPUT. In other words, if books appear to be unmarked by teachers but show wonderful, high quality student work which improves over time then we will assume that the teacher's feedback strategy, whatever it is, is effective.
6. To produce a policy which recommends strong practice at the same time as trusting professionals to use their judgement and experience

### **Key features of our approach**

- Teachers and TAs offer formative feedback to help students improve. This can be done verbally or in writing
- We do not add levels to KS3 work because all available evidence suggests that this distracts the learner from formative feedback
- When providing feedback for KS4 and KS5 students, teachers may decide when it is appropriate to offer grades and levels

- We do offer students feedback on their progress against our expectations from their starting point. For consistency we use the following letters which correspond to MaBL software:
  - **Exceeding** target will be reflected in the form of the letter  in a circle
  - **Meeting** target will be reflected in the form of the letter  in a circle
  - **Not There Yet** work will be reflected in the form of the letter  in a circle
  - **Well below** work will be reflected in the form of the letter  in a circle
- Teachers and TAs will offer formative feedback DURING schemes of work so that students can improve. Formative feedback cannot, by definition, be offered when it is too late for a student to improve their submission. Pre-tests or pre-drafts can be used to identify areas where students can improve before an assessment
- Teachers and TAs will offer summative feedback at the end of a scheme of work so that students' progress can be mapped and this data used to inform teacher planning
- Feedback must be timely to have impact. Generally teachers should return work in a similar timeframe to that in which it was completed (1 week to complete = work marked within 1 week)
- Teachers and TAs need to differentiate between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which is the result of an ongoing misunderstanding or gap in knowledge. Mistakes should be identified and, most cases, corrected by the student in order to ensure learning; errors will require that a teacher uses appropriate strategies to correct the misunderstanding or fill the gap in learning.

### Responding to teacher feedback

- Students MUST respond to teacher feedback to justify the time invested in marking. Students will usually respond during DIRT (Dedicated Improvement and Reflection Time). Teachers are encouraged to use lesson time for this high impact activity
- Feedback on written work will usually include a DIRT task which teachers will abbreviate with a 'T' (for 'task') in a circle e.g. "T- redraft the bracketed section with more quotes to support your ideas"
- A student's repeated failure to respond to feedback should be reflected in discussions and judgements around AtL

### The crucial importance of self-regulation and attitude to learning

- At DHFS we believe that a student's attitude to learning and ability to self-regulate directly influences not only their academic progress, but also their onward life chances
- Our data and research suggest that equalising attitude to learning across cohorts is likely to narrow the gaps between groups vulnerable to underachievement and their peers
- ALL classroom staff are responsible for maximising students' AtL and ability to self-regulate. The 3Rs AtL grid (see appendix 3) should underpin VERY REGULAR feedback around attitude to learning both verbal and written
- Teachers can choose to reject incomplete work which is clearly the result of a lack of effort
- Teachers may choose to offer feedback on AtL in prose (see examples in appendix 4) or with a 1-4 AtL score. If using scores teachers MUST accurately evaluate whether or not the inclusion of a score is distracting students from responding to DIRT tasks
- As students progress through the school they should be ever more able to pre-assess the quality of the work making improvements as appropriate BEFORE they submit their work for marking. Families can play a role in this by checking a child's work before they submit.

### Type of work to be marked and regularity of marking

- Heads of Faculty are responsible for sharing clear expectations about what type of work is marked and how regularly work is to be marked. This will be affected by the nature of the subject and the amount of teaching time per week.

## Other types of feedback

- Teachers and TAs are expected to make appropriate use of both peer feedback and self-assessment in order to further improve students' work. Teachers are expected to use these strategies only if they generally result in demonstrable improvement

**The criteria for evaluation of marking and feedback for quality assurance, CPD and appraisal purposes is shared in appendix 2**

## Written work across all subjects

It is each teacher's responsibility to help students develop their reading, writing, communication and maths skills (RWCM). Teachers and TAs are expected to mark written work for literacy as agreed in this whole school policy. As a matter of course errors in spelling, punctuation and grammar should be identified by the teacher or TA and then remedied by the student.

Low ability students or those with SEND needs may present many RWCM errors on one page. The focus here should be on reducing these errors over time and teachers should not leave errors unidentified to 'protect students' feelings'. In these situations, teachers may choose to focus on one key area of development at a time, for example, spelling of key terminology.

Where errors persist unchallenged through a student's exercise book (e.g. where a student continues to write 'we was' rather than 'we were') an appraiser is likely to flag this as a target for development during work scrutiny.

## Presentation

There is an expectation that all work will have the student's name clearly identified and:

- be written in blue or black ink (see colours section below regarding marking)
- have a title and a date, underlined with a ruler
- all graphs, diagrams and table should be drawn using a pencil and with a ruler for straight lines

## Colours

Teachers mark in RED (orange and pink are acceptable variants). Students use GREEN for proof reading, editing, corrections, reflections and responses to teacher marking. This is important because we need to be able to differentiate between student and teacher annotation in order to ensure teacher time is well spent and students are routinely responding to advice given. Many teachers now ask parents to respond to marking in a colour of their choice.

## Marking and feedback codes

### Rationale

Through the use of a consistent feedback code throughout the school we aim to save teachers' time through the use of abbreviation, encourage consistency AND CRUCIALLY raise standards of reading, writing, communication and maths (RWCM).

**Note: This code should NOT be used for course work or exam courses if syllabus specifications dictate otherwise.**

## **Feedback codes for consistency**

| <b>Code</b> | <b>Meaning</b>  |
|-------------|---|
| EMNW        | Progress against starting point (exceeding, meeting, not there yet, well below)               |
| 'Error'     | You have misunderstood something- we need to do more work on this- DIRT task may address this |
| Underline   | Mistake- student should correct it using an appropriate resource (dictionary etc)             |

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|--|---|
|  | Wrong word or phrase/ unclear phrasing or expression                                  |
| //   | Paragraph   |
| ?  | Something does not make sense (put brackets around the relevant section)              |
| ^  | Something has been missed out   |
| gr   | Grammar   |
| O - circle   | Punctuation error/?????, e.g. full stop, comma, question mark, capital letter, accent |
| Sp   | Spelling (students should self-correct misspellings three times)                      |

## Appendix 1a- quick glance good practice guide

| Good practice in line with DHFS policy:  | Practice to avoid:   |
|--|--|
| <ul style="list-style-type: none"> <li>✓ Offer constant formative feedback to students making it clear at all times how the student can improve</li> <li>✓ Focus on choosing a feedback strategy which results in student improvement-</li> <li>✓ Feedback on a students' progress against their own starting point in KS3 using <b>E/M/N/W</b></li> <li>✓ Mark in line with Head of Faculty's expectations</li> <li>✓ Make your own expectations regarding standards of work clear using AfL techniques such as WAGOLL or WILF</li> <li>✓ Aim for a 1:4 ratio of teacher feedback versus student response. Students should work harder than teachers in securing their own improvement</li> <li>✓ Underline 'mistakes' and expect students to self-correct using appropriate sources</li> <li>✓ Identify 'errors' and use appropriate strategies (often a DIRT task) to rectify the misunderstanding or gap</li> <li>✓ Use the feedback codes to ensure students get consistent feedback on their work and RWCM</li> <li>✓ Use praise carefully- poorly judged praise can make things worse. Praise students' <b>process</b>: <i>"Well done, you tried a different approach there and it worked!"</i></li> <li>✓ Celebrate mistakes as an opportunity for learning: <i>"T-interesting mistake: complete this DIRT task..."</i></li> <li>✓ Feed back continuously on specific aspects of a students' AtL profile (see 3Rs AtL grid)</li> <li>✓ Use self-assessment and peer feedback in such a way that they secure improvement</li> </ul> | <ul style="list-style-type: none"> <li>✗ Avoid offering any formative feedback which does not require a student response, usually through DIRT</li> <li>✗ Avoid use of levels in KS3- they detract from formative feedback</li> <li>✗ Avoid praising outcome: <b><i>"Wow full marks well done!"</i></b> or perceived genius/ intelligence: <b><i>"You're a natural at this!"</i></b> could lead to a fixed mind-set and a reluctance to approach high challenge tasks</li> <li>✗ Avoid vague praise: <b><i>"Great!"</i></b></li> <li>✗ Avoid praising students who often stay in their comfort zones by doing well at unchallenging tasks</li> <li>✗ Don't waste time marking work that doesn't reflect a student's best efforts. Politely ask that they resubmit</li> </ul> |

## Appendix 1b- guidance on praise as feedback

| Preferred practice   | Try to avoid  |
|--|---|
| ✓ Praise PURPOSEFUL PRACTICE. "Well done- you tried another approach there and it worked!"   | X Praise OUTCOME "Well done- you got 10 out of 10!"   |
| ✓ Feed back on PROCESS. Use 1-4 AtL system (including 0.5 increments if you wish) and describe what you liked e.g. "I liked the way that you have learned from your mistakes") | X Feedback on attainment or attainment based targets.** Do not say "You're really good at this..." or "you're a natural". Drop any reference to attainment*** |

|  |  |
|--|--|
| ✓ Offer next steps which can be acted on immediately by the student. E.g. "To improve complete the following task now..."  | X Offer suggestions which cannot be used until you start a new project or until the next time the student completes a similar challenge        |
| ✓ Celebrate mistakes as an opportunity for learning. "What a fabulous mistake- now I can see what you are misunderstanding"  | X Draw attention to mistake making as negative or problematic. Do not say "I expect more from someone of your ability"                         |
| ✓ Praise specific improvements where challenging students demonstrate good attitude  | X Over praise children who others perceive to be counterproductive OR habitually focus all praise on a small number of high achieving students |
| ✓ Help them choose challenges that some will fail at initially. Highlight the importance of their response to this failure. Praise students who fail at ambitious challenges | X Allow them to stay in their 'comfort zones' Don't praise students who succeed at undemanding challenges                                      |
| ✓ Use the word 'YET' preferably in reference to yourself- 'I don't fully understand this bit myself....YET'  | X Allow students to say "I can't do this" without adding the word 'YET'  |

## Appendix 2- School QA criteria regarding marking and feedback

| DHFS Work scrutiny criteria NEW June 2016 (for guidance- apply professional judgement)  | Judgement   |
|---|-------------|
| <ul style="list-style-type: none"> <li>✓ WORK SUGGESTS STUDENTS ARE MAKING OUTSTANDING (BETTER THAN EXPECTED) PROGRESS</li> <li>✓ TEACHER'S ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT ACCURATELY MATCHES THE STANDARD OF THE WORK</li> <li>✓ Students' work improves very significantly over time (even if there is limited written input from the teacher)</li> <li>✓ Feedback from the teacher consistently results in students improving their work. For example, DIRT sessions have obviously been used to give the students time to redraft and retry and this has resulted in rapid improvement</li> <li>✓ Work demonstrates a thirst for knowledge and a deep understanding of subject matter</li> <li>✓ Activities are closely matched to the students' needs</li> <li>✓ Expectations around RWCM are routinely very high and spelling, punctuation and grammar are improving as a result of teacher input</li> </ul> | Outstanding |
| <ul style="list-style-type: none"> <li>✓ WORK SUGGESTS STUDENTS ARE MAKING GOOD (EXPECTED) PROGRESS</li> <li>✓ TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT MATCHES STUDENT'S WORK</li> <li>✓ Students' work improves steadily over time (even if there is limited written input from the teacher)</li> <li>✓ Feedback results in improvement as DIRT sessions have clearly been used to, for example, rewrite a section of writing as a result of teacher feedback</li> </ul>   | Good        |

|   |                      |
|---|----------------------|
| <ul style="list-style-type: none"> <li>✓ Work demonstrates a real interest in and good understanding of the subject</li> <li>✓ Activities are generally well matched to students' needs</li> <li>✓ Expectations around RWCM are generally very high and spelling, punctuation and grammar are improving as a result teacher input</li> </ul>  |                      |
| <ul style="list-style-type: none"> <li>✓ WORK SUGGESTS STUDENTS ARE MAKING LESS THAN EXPECTED Progress</li> <li>✓ EVIDENCE FROM BOOK DOES NOT STRONGLY SUPPORT TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT</li> <li>✓ Students' work shows limited improvement over time suggesting that teacher marking/ feedback is not fully effective</li> <li>✓ Often students complete very similar work despite their differing learning needs</li> <li>✓ Presentation shows a lack of pride and is sometimes messy/ incomplete/ minimal</li> <li>✓ Feedback is often a 'dead end' which does not result in improvement</li> <li>✓ Expectations around RWCM are not high enough and spelling, punctuation and grammar are not improving enough as a result of teacher input</li> </ul> | Requires Improvement |
| <ul style="list-style-type: none"> <li>✓ WORK SUGGESTS STUDENTS ARE MAKING INADEQUATE PROGRESS</li> <li>✓ EVIDENCE FROM BOOK DOES NOT MATCH TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT FOR THIS STUDENT</li> <li>✓ Students' work shows very limited improvement over time suggesting that teacher marking/ feedback is not effective</li> <li>✓ Work continues to be shoddy/ incomplete</li> <li>✓ Students' improvement of work is rarely evident- students do not get DIRT time to redraft work</li> <li>✓ Expectations around RWCM are low and spelling, punctuation and grammar are not improving as a result of teacher input</li> </ul>   | Inadequate           |

|                  | Responsibility   | Resilience  | Reflection  |
|------------------|--|---|---|
| 1<br>Outstanding | <p><b>Learner habitually:</b></p> <ul style="list-style-type: none"> <li>Prepares effectively for lessons and loves to learn</li> <li>Establishes the use and context to them of anything to be learnt</li> <li>Makes links with things they have learnt before and things they would like to learn about in the future</li> <li>Identifies their own misunderstandings and asks questions or completes activities to help themselves catch up</li> <li>Takes responsibility for meeting homework deadlines and completing to best standard</li> <li>Takes responsibility for the wellbeing of others</li> </ul> | <p><b>Learner habitually:</b></p> <ul style="list-style-type: none"> <li>Chooses and enjoys high challenge tasks</li> <li>Bounces back from setbacks and sees failure as an opportunity for learning</li> <li>Persists until the task is completed to the best of their ability</li> <li>Directly links their success to their working habits</li> <li>Expects the most from themselves and never accepts less than their best</li> <li>Understands that success often comes from working smarter, not harder</li> <li>Speaks out for the rights of others</li> </ul> | <p><b>Learner habitually:</b></p> <ul style="list-style-type: none"> <li>Actively seeks and acts on feedback from teachers, parents/ carers and peers even where this feedback is challenging</li> <li>Uses feedback to make immediate improvements</li> <li>Edits, checks and redrafts their work, almost always rejecting their first attempt</li> <li>Celebrates their own strengths and has plans for areas of improvement</li> <li>Reflects on their impact on others</li> </ul> |
| 2<br>Good        | <p><b>Learner often does the things above but not yet habitually</b></p>   | <p><b>Learner often does the things above but not yet habitually</b></p>  | <p><b>Learner often does the things above but not yet habitually</b></p>  |
| 3<br>Requires    | <p>Learner is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>Is improperly prepared for lessons (mentally and/or with respect to equipment)</li> <li>Is a passive learner allowing teachers and others to 'spoon feed' them in the learning process</li> <li>Comes up with excuses for underachievement</li> <li>Does not support the learning of others and/or does not accept responsibility for others' wellbeing</li> </ul>   | <p>Learner is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>Gives up too easily on tasks within their grasp letting themselves or others down</li> <li>Does not believe in their own potential</li> <li>Thinks that others' success is down to ability not attitude</li> <li>Takes critical feedback personally</li> <li>Does not see failure as an opportunity to learn</li> </ul>   | <p>Learner is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>Fails to actively seek feedback</li> <li>Offers limited response to feedback, often ignoring it</li> <li>Submits work which suggests they accepted their first attempt without editing/ re-drafting</li> <li>Can make the same mistake too frequently</li> <li>May not reflect on their impact on others</li> </ul>   |
| 4<br>Inadequate  | <p>Learner:</p> <ul style="list-style-type: none"> <li>Is passive and lets others (teachers, peers/ parents/ carers) take responsibility for their learning</li> <li>Rarely thinks about what/why/how they are learning</li> <li>Asks few questions / makes a limited contribution</li> <li>Forgets equipment or is often disorganised in their learning</li> <li>Affects negatively the learning of others</li> <li>Can have little regard for the wellbeing of others</li> </ul>   | <p>Learner:</p> <ul style="list-style-type: none"> <li>Uses setback or challenges as excuses to give up</li> <li>Expects far too little of themselves, showing little or no self belief</li> <li>Sees failure as a result of their ability rather than their 3Rs</li> <li>Rarely produces work of which they are capable</li> <li>Relies too much on teacher, parents or peers for encouragement</li> </ul>   | <p>Learner:</p> <ul style="list-style-type: none"> <li>Shows a resistance to feedback and rarely attempts to respond appropriately</li> <li>Submits work which has clearly not been checked/ edited/ redrafted by anyone</li> <li>Continues to make the same mistakes by ignoring feedback</li> <li>Is defensive around feedback</li> <li>Often struggles to reflect on their impact on others</li> </ul>   |