



Marking and Feedback Policy

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<p>Name and Title of Author:</p>	Pamela Tarbet
<p>Name of Responsible Committee/Individual:</p>	Local Governing Body
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Educational research is unequivocal about the importance of high-quality feedback. It allows pupils to understand what is going well and what they need to do to improve their knowledge and understanding.

Schools within The Education Alliance use a wide variety of techniques to provide effective and timely feedback based on available research and through an ongoing programme of continued professional development. Written feedback is an important element of this and allows pupils to respond and develop their work at appropriate times throughout the year, as well as allowing teachers to see how pupils are responding to the curriculum and its sequence.

Our updated feedback continues our previous approach of focusing on the quality of feedback, meaning that we may mark fewer pieces of work but with more impact. The key pieces of work for written marking are identified in curriculum plans, with subject-specific approaches to marking developed by subject specialists across our trust of schools.

It's important to note, however, that feedback takes a wide range of forms, with teachers using feedback to inform their teaching on a lesson-by-lesson basis. As such, we prioritise methods of immediate feedback (such as verbal feedback whilst the teacher is circulating, feedback on mini-whiteboard responses or questioning strategies) to enable pupils to apply feedback and improve within that lesson.

Across our wide range of feedback strategies, we are committed to delivering high quality feedback that meets these core principles:

- Feedback will be clear and easy for pupils to understand
- Feedback will focus on improving the pupil's knowledge/skills, not an individual piece of work in isolation
- Feedback is received and applied by pupils
- We use our feedback to show pupils that their work (in lessons and in homework) is valued

Within written feedback, we aim to:

- Give an evaluation of pupil progress
- Give opportunities and time for pupils to reflect upon and respond to their feedback
- Make use of mark schemes to inform pupils of their strengths and areas for development in the lead up to mocks, assessments and GCSE examinations
- Give personal feedback to ensure pupils are clear on the progress being made and developments still needed

Written feedback is an integral element of teaching that is as important as the teaching that takes place in the classroom.

As an extension of the differentiated and challenging learning experiences in lessons, written feedback on key pieces is highly personalised for pupils. The marking of pupils' work will inform them of where they have achieved well and are succeeding in making progress as well as guiding them to where certain skills must be improved, practised or to identify misconceptions, which must be addressed with pupils to prevent it from happening again. This in turn is crucial in informing future planning for staff to address misconceptions and to continue to improve pupils' strengths, plus help them see how pupils are responding to the curriculum. Written feedback provided by the teacher should be in a form appropriate for the individual pupil and all pupils must be made aware of the criteria being used for both the production and the assessment of their work.

Written feedback allows both pupils and staff to reflect on the learning that has taken place and informs precise differentiation, challenge and planning for future progress.

When marked work is returned to pupils, time is dedicated for pupils to reflect upon comments and targets by improving a certain skill or piece of work or to respond to questions posed by the teacher to allow pupils to demonstrate their understanding. Pupils should also be given regular opportunities to assess their own and their peers' work and have their judgements qualified by the teacher too. Teachers should always record and track pupil progress, to enable accurate reporting and data entry.

Subject leaders conduct book looks with a specific focus to ensure pupils are receiving quality feedback and are responding to it. Subject leaders feed this back to staff to ensure marking is consistent and promoting pupil progress. Book scrutinies feed into the schedule of departmental QA and allow subject leaders to see how pupils are responding to the curriculum within their work.

Focused training is given to staff during TDMs and moderation is completed regularly by departments in order to standardise mock exam and assessment marking. Sharing of best practice is also done within teams to show the expectations for effective pupil feedback.