The Norwood School
Effective marking and feedback policy
(2nd draft)

1. Rationale

This policy has been designed in conjunction with the Assessment Policy and Fair Workload Charter, and sets out an agreed approach to providing meaningful and effective feedback to students at The Norwood School. It works on the premise that providing students with constructive feedback is one of the most powerful ways in which teachers empower students to move learning forwards. It has been acknowledged, in writing this policy, that written feedback accounts for a considerable proportion of a teacher's time alongside lesson planning and preparation. This policy seeks, therefore, to place effective feedback as central to what we do as a school, whilst also ensuring it as manageable for teachers as it is meaningful to students.

2. Key Principles

As a school, it is our aim to ensure that:

- oral and written feedback clearly and accurately identify gaps in learning and move students forwards;
- students are given opportunities to reflect and act on feedback;
- personalised feedback communicates deserved praise and recognition to students;
- there are clear and reasonable expectations on the frequency and depth of feedback, adhered to consistently;
- there is a clear understanding of how progress is measurable by work scrutiny;
- faculty leaders have a clear understanding of the school's assessment policy and adapt it meaningfully to the particularities of their subject(s);
- there is regular and timely monitoring, dialogue and intervention regarding the impact of feedback upon learning;
- feedback is used by teachers to inform future planning;
- feedback is viewed positively by students;
- feedback is accessible to all pupils and reflects their needs and abilities;
- parents understand how students receive feedback.

3.0. How Feedback is to be given

Students receive feedback of four types; oral, written, peer-assessment and self-assessment:

3.1. Oral feedback

It is an expectation that students receive regular oral feedback as they progress through their studies, as it helps build positive student-teacher relationships and enables them to reflect on what they can and cannot yet do. While not expected to be formally recorded, oral

feedback should be a consistently observable feature of all teachers' day-to-day practice.

Oral feedback may take the form of:

- explicit verbal praise/ acknowledgement of what exactly a student has got right or how they have demonstrated good behaviour for learning;
- questioning students to remedy a misconception or extend their learning;
- giving whole-class feedback on overall trends identified from a recent piece of assessed work;
- one- to-one feedback given to individual students during a task.

3.2. Written feedback

Written feedback at The Norwood School serves the following purposes:

- to clearly and permanently signpost where students have demonstrated good understanding, in relation to the intended learning outcome, and to identify what needs to be done next to make progress;
- to identify literacy issues (in terms of quality of communication and accuracy) that need to be addressed;
- to galvanise student-teacher relationships through formalised, personalised praise and acknowledgement of personal development.

It is an expectation that teachers will read pupils' work regularly in order to signpost error, acknowledge work produced and identify literacy issues as appropriate (see Section 4).

Faculties should make the distinction between work which requires '*deep*' marking, that which requires '*light*' marking, and that which can be responded to by other means, e.g. oral feedback and peer/ self-assessment:

Deep marking involves looking at an **agreed** piece of work in detail and communicating to that student in writing exactly where they have been successful, where they are not yet successful and how to make specific improvements, in reference to the specified intended learning outcome. **It is an expectation that deep marking take place at least twice per half term, with two pieces of work agreed in advance by faculties**.

Light marking can involve ticking or annotating work to acknowledge understanding of the intended learning outcome, highlight errors or slips, address the quality of written communication and praise good effort. This type of marking can be completed by teachers, LSAs or students.

For deep marking to be impactful, it must be modelled to students what the success criteria are for a given piece of work.

3.3. Self and peer assessment

Developing effective self and peer-assessment requires time and effort but, once established, is effective in fostering independence, ownership and opportunities for students to apply what they have learnt. To be successful and avoid tokenism, peer and self-assessment must be clearly explained and modelled to students.

Self and peer assessment can include:

- Ticks and corrections for closed-type tasks;
- Plenaries/ mini-plenaries where students assess their own or each other's grasp of the intended learning outcome;
- Students appraisal of a piece of their own, or another's, work from clear success criteria, identifying next steps;
- Annotation and redrafting of work in light of highlighted necessary improvements;
- Re-reading a teacher-marked assessment and making corrections/ improvements;
- Giving a verbal or written comment on the positive features of a written, verbal or practical response to a task;
- Applying a summative grade/ level/ judgement to a piece of work and justifying that judgement.

4. Addressing literacy in marking

All teachers should play a role in identifying and addressing emergent issues around students' use of English. this must be approached in a way appropriate to their ability. For some students, it may be appropriate to mark all the errors in a piece of work, for some all errors in only part of a piece of work, and for others it may be more effective to address initially only the key barriers to successful communication. Teachers should provide consistent feedback on literacy, in line with the school Marking and Feedback Code (see Appendix)

Students can be further supported through access to rules for writing conventions, grammar and spelling, through use of effective classroom display, lesson resources and suitable reference materials (dictionaries, thesauruses, online resources). The students' exercise books themselves should also be organised in a way that supports literacy.

It is recommended that written tasks are preceded by oracy tasks when appropriate, in order to activate ideas and language, and it is an expectation that written tasks are well modelled. However, teachers have flexibility over what combination of approaches to adopt provided they meet the needs of their students. Whatever the approach, high but

realistic expectations must be maintained regarding presentation and pride in work.

When addressing spelling, the teacher can highlight the misspelt words, or provide words to be written out correctly by the student or used in a sentence. Students should also be given guidance on how to learn spellings, and problematic key words and structures should be revisited in subsequent lessons.

5. Responding to feedback

In order for the time invested in deep-marking work to be worthwhile, students must be given time in lessons to absorb and respond to feedback. This should occur in response to the deep marking that takes place twice per half term. This could include re-drafting of work, use of reference materials, correction of work through peer/ self-assessment or oral feedback. This must crucially inform teacher planning and time should be built into learning pathways to re-approach material and concepts not yet fully grasped.

6. The role of other adults in the classroom

As part of in-class support LSAs can also light-mark work for literacy and give simple corrections during closed tasks, as part of the support they provide for students in their charge. They may also acknowledge and praise good effort or behaviour for learning.

7. Parental involvement in feedback

Parents have an important role to play in the feedback process. Reviewing of their child's books is strongly recommended, as well as supporting their child in responding to their teacher's feedback and creating a positive environment and routines at home. It is also important that parents contact the school via the appropriate channels should they have any queries or concerns regarding the feedback their child has received.

8. Responsibilities

It is the responsibility of the class teacher to adhere to this marking and feedback policy. Teachers must also plan to include time in lessons for students to respond to feedback and model effective peer and self-assessment. They should also contribute to faculty discussion as part of an ongoing dialogue about the impact of marking and feedback.

It is the responsibility of the HOF (supported by HODs and coordinators) to gauge the quality and impact of marking and feedback **at least twice per half term,** by means of learning walks, recall of targeted books and lesson observation. Faculty meeting time should also be used to collaboratively scrutinise books of identified cohorts, which will lead to constructive discussion within the team around the

impact of planning, teaching and feedback. The HOF should also maintain a clear, regular dialogue with the SLT line-manager regarding monitoring outcomes and next steps.

It is the responsibility of the SLT to monitor adherence to the marking and feedback policy at a whole-school level (through the deep-dive process). This will involve learning walks, conversations with students about their learning journey and conversations with identified staff about the impact of feedback on student progress. Feedback will be given to middle leaders, who will address areas for development with individual staff, as well as sharing strengths with the faculty. Senior Leaders should be active participants at faculty level in the process of scrutinising and discussing the impact of feedback on learning

Appendix: Marking Codes

Deep Marking Code:

✓ (TICK): Accompanied with a positive comment that details and explains where a student has been successful in relation to the intended learning outcome of the piece of work in question.

T (TARGET): Where a teacher refers clearly to next steps the student needs to take in order to make the necessary improvements.

Light Marking Code:

The Norwood School: Light Marking Code

Your teacher will use the following symbols to annotate your work and guide you to make the necessary improvements. This could be to do with how you have presented, communicated of understood something. It can be accompanied with a comment about your effort and presentation when your teacher thinks this is necessary.

P.	Your work is lacking in punctuation (full stops, capital letters, commas, colons, semi-colons, speech marks, inverted commas). Read your work again and punctuate it.
Sp.	There is a spelling issue. Correct the highlighted word, copy it out again correctly or use it in a sentence. Make sure you learn the spelling of that word.
//	It would make sense to start a new paragraph here, as you are moving on to a different idea.
~~	A wavy line underneath a section of writing shows that an idea has been expressed in a grammatically unclear or clumsy way and needs to be re-written.
?	A question mark on its own means that the idea you are expressing does not make sense and needs further explanation or rethinking.
✓	A tick on its own means you have got something right or completed work to a satisfactory standard.
x	A tick on its own refers to an incorrect answer, a mistake or a misunderstanding. Make sure you know where you have gone wrong and correct the mistake.