MARKING AND FEEDBACK POLICY

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Marking and feedback policy
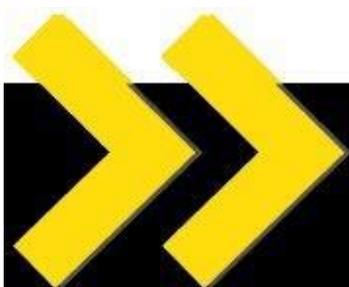
BROMLEY BEACON ACADEMY

'Shining light on potential'

Bromley Beacon Academy

Rationale

This policy aims to explicitly outline the purpose of marking and the way in which feedback should be given to all learners. It is an expectation that **all staff** working with the learners in the classroom are familiar with this policy and follow it consistently.

The purpose of marking is to:

- Provide motivation by acknowledging success and praising achievement.
- Provide feedback on strengths and shortcomings in a piece of work.
- Provide guidance on future learning and so contribute to raising achievement.
- Assess and record learner progress.
- Provide information to guide future teaching.

Teachers have a responsibility to:

'Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback' (*Teachers' Standards)*

Progress Partners will play a significant part in the role of feedback and marking of work. Marking and feedback should follow a collaborative approach whereby every Learners feels that they can receive feedback from either teacher or PP.

Feedback:

- Helps our Learners to learn by providing clear next steps

- Informs the teacher's planning

- Facilitates progress over time and in lessons

- Provides strategies to help improve literacy and numeracy

- Engages learners in the assessment of their own understanding

- Acknowledges, gives recognition and demonstrates respect for the work produced

- Tells a story. What stories do our learners' books tell?

- Feedback and marking should include Green Pen where possible but the exam specification requirements do override this

Teachers have the responsibility for establishing high expectations. The quality of work presented in books and folders is a direct reflection of teachers' expectations. All learners should be challenged and try their very best at all times.

Policy in Practice – Bromley Campus

At Bromley Campus, our vision is to encourage our learners to become independent and self-reflecting; as such, it is vital that our marking be positive but constructive. It should highlight the learners' achievements, identify areas for development and provide a clear dialogue between teacher and learner.

Marking should;

- Where appropriate, be made in relation to the learning objective, steps to success, the learners' individual 'I Can' targets or in relation to specific teaching points made during the lesson.
- Show consistency and continuity so that learners have a clear understanding of the teacher's expectations.
- Acknowledge and show appreciation for a student's efforts and achievements and celebrate these through praise. This should be recorded as a 'What Went Well' (WWW) comment and or a MOT (More of This) comment.
- Show learners how they can improve through their 'Even Better If' (EBI) comment. This should be aimed at how correction and improvement can be made or what targets they should be working towards achieving.
- Provide a clear dialogue between teacher and student using a range of strategies appropriate to the subject.
- Be completed regularly in green pen with detailed WWW and EBI feedback on at least 3 in every 5 pieces of work for all learners to ensure that marking requirements are manageable and to give children sufficient time to respond appropriately; remaining pieces are to have a brief comment observing the learners' efforts or class participation. Work should be marked promptly after completion to allow effective and immediate feedback.
- Teacher should use clear handwriting to model best practice and use accurate SPaG.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking e.g. not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know.
- Provide an opportunity to identify where learners have achieved their 'I can' target with 'Pupil Asset' and PLCs being updated at least weekly. Pupil Asset (PA) is the programme used by Bromley Campus to track the progress of each student and assess against the age-related standards as set out in the 2014 National Curriculum. Marking also provides opportunity to identify when learners have achieved their personal targets and then new ones set accordingly.
- Not penalise learners' attempts at adventurous vocabulary; praise for effort and discuss with student.

- The quality of verbal feedback provided via online platforms as voice notes etc. needs to be in line with the quality of written feedback which would normally be expected in children's workbooks and should still use the language of WWW and EBI.

In order for learners to work towards independent learning, they need to be provided with the necessary tools to do so. Learners need to develop an awareness of their own strengths as well as being aware of their areas for development. Therefore, it is vital that they:
- Be made aware of the Learning Objective (LO) and steps to success in every lesson for all subjects. The same depth of information (LO and SC) should be provided when using digital learning.
- Have time to respond to feedback. Wherever possible, learners should be present at the time of marking so that an immediate dialogue can be formed which is meaningful to learners. All learners should be given 'Dedicated Improvement Time' (DIT) whereby they can edit, improve and correct their work as well as responding to feedback using the feedback provided by the teacher or PP or voice notes or types text in digital learning. This should, improve standards by encouraging learners to give their best and improve on their last piece of work. All learners are to reflect on feedback during DIT (which is planned for thorough the week and part of the class routine), however, feedback which is given with the pupil present may be responded to immediately.
- Understand the high exceptions of presentation in their books, folders, efolders and digital learning.

Monitoring and Evaluating Teaching and Learning

- **Leads for Teaching and Learning** will monitor the quality of work and marking in student books. This will feed into and inform CPD.
- Focused learning walks will be completed frequently by the Leads for TLA, and other SLT
- Quality of work and marking will inform lesson judgements as well as Performance Management
- Stretch and challenge should be evident in work and feedback
- Next steps and response to next sets should be evident
- Books will be monitored alongside subject data and will formulate part of the lesson observation cycle and deep dives.

Marking and Feedback Expectations
It is essential that acknowledgement markings are made on every piece of learners work. On all marking, the following symbols should be followed, but on the deep marking, WWW and EBI must also be included, including any forms of digital learning.
The teacher will use their professional judgement when providing verbal and or written feedback on digital platforms.

Types of Feedback

Feedback Type	Identification	Detail
SPaGknowledgement	Literacy Codes (see table) Ticks	• Marking for Spelling, Punctuation and Grammar (SPaG) • Student checking work for accuracy and completion of success criteria • Teachers know their groups, have a responsibility for improving SPaG and should use their professional judgement in the amount of SPaG corrected • Learners are given time to improve their SPaG
Presentation	Brief comment	• Title (underlined) central • Date (underlined) top right • Work written in an appropriate pen • Books and folders show effort and pride in work • No graffiti • A variety of activities/tasks are evident in books or folders. • Books, folders and efolders are organised and show a record of learners' progress • Learners are expected to present their best work at all times, regardless of ability. • Work to be crossed out neatly (~~example~~) • Where possible, diagrams, charts, graphs & tables drawn neatly, labelled and pen/pencil used appropriately and drawn accurately and neatly
Quality first teacher feedback	WWW (what went well) EBI (even better if) MOT (More of this)	• Marking includes questions which prompt learners to think and respond (yellow highlighter box) • Subject equivalent mocks, PPE, exam style questions show high level feedback to ensure challenge. • It is written in language that the learners can access and understand. • The Dedicated Improvement Time (DIT) influences the next piece of marking. • It shows dialogue between teacher and student based on content, SPAG and exam skills. • Learners respond to and act upon feedback; impact is evident in subsequent pieces of work. • It signposts DIT work which has demonstrated impact. • It has impact on literacy, numeracy and subject content. • It is positive and encouraging and pushes learners to the next level. • Feedback linked to grades and/or success criteria.

Feedback Type	Identification	Detail
		• There is evidence that learners have read feedback and further developed their work as a result. • There is evidence that learners' responses to feedback have been followed up again by the teacher. • Ebi comments become www in subsequent pieces of work • Takes place every week (best practice) • At least once piece of work per feedback cycle must be set to allow learners to show understanding, extend their knowledge, develop thinking and support literacy through extended writing • Grades/levels/marks given where appropriate • PLCS/ I can statements are in the student books
Intervention	DIT	• Working the room – the teacher circulates giving feedback to move student learning forward • Learners write a response to teacher comments/ statement, demonstrating they understand what they need to do • A yellow highlighted box indicates where the learners should improve their work by using the EBI comments • Learners are given time to read and act on comments for example, redrafting, completing, amending… • Learners are given next stage challenging to move the learning on in the sequence.
Quality student feedback (self/peer)		• Success criteria (SC) must be provided (Part of Termly Targets) • SC in 'learners language' to help break down 'I can Statements' for ease of understanding • Annotated exemplar work so that learners can see what a graded/levelled piece of work 'looks like' WAGOLL • Sufficient time to complete the task • DIT activities should be embedded within the SOL • Develop skills that enable learners to self and peer assess – Learning to Learn lessons planned into SOL

Feedback Type	Identification	Detail
DIT – Dedicated Improvement Time		• Learners should be given the time to respond to feedback given by re-drafting/editing work • During DIT, Learners should be using the teacher comments to improve their work or be challenged at a higher level. • DIT should happen once a week to allow for Learners to act on the feedback given.
Tracking if 'I can' statements		• All teachers are expected to keep an up to date Pupil Asset Account as an electronic tracker for assessment and progress monitoring purposes • All teachers should have an up to date PLC that tracks progress of all learners and informs intervention. • Available on request and for all lesson observations as part of teacher file of evidence/planning (Paper Doc) • Provides evidence to enable accurate assessment

Mark/Sign (in margin)	Means
P and underline	Punctuation error
Sp and underline – spelling to be written out three times by student	Incorrect spelling
C and underline	Missing or wrongly used capital letter
T and underline	Tense error
G and underline	Grammatical error
/	New line
//	New paragraph needed
I	Independent work
PP	Worked with PP
T	Worked with teacher
Sc	Scribed by an adult

The following **literacy codes** will be used when marking all work.

Marking/DIT Procedure at BBA Bromley

Subject	Type	Frequency	DIT Frequency	Notes
English	1. Verbal feedback 2. Extended writing 3. All other work acknowledged	1. Daily 2. In depth - weekly 3. Weekly	Weekly	. Use www & ebi MOT . Include DIT . Feedback to be linked to 'I can' statements where appropriate
Maths	1. Calculations 2. Verbal feedback 3. www 4. ebi	1. Daily 2. Daily 3. Weekly (praise for effort, resilience or volume of work) 4. Weekly	Weekly	. Daily mark to support guided groups for the next day. . Use www & ebi MOT . Include DIT Feedback to be linked to 'I can' statements where appropriate
Subjects timetabled twice or less a week	1. Verbal feedback 2. All work acknowledged 3. www & ebi	1. Every lesson 2. Weekly 3. Twice per half term	Twice per half term	. Use www & ebi MOT . Include DIT . Feedback to be linked to 'I can' statements where appropriate
Non classroom based subjects/practical	1. Verbal feedback including www & ebi	1. Every lesson	Weekly	. Feedback to be linked to 'I can' statements where appropriate

DIT - Response to feedback marking
All subjects should include DIT as a regular part of feedback and planning. Learners should be given time to respond to the EBI and make any improvements or changes. This is an opportunity to plan for bespoke intervention for key areas. Learners to reflect on their learning through fortnightly student conferencing sessions to review their targets set for the half term.

Feedback – example sentence starters

Feedback (www)

I liked the way you …
You have used this very effectively by …
It was excellent to see you using/mentioning …
Your use of … was very effective
What made this a success was …
The way you incorporated …

Feed forward (ebi)

How can you implement this...
What would happen if…
Why do you need to apply this…
When should you …

MOT (More of this)

A more of this comment should be included where appropriate to motivate and encourage learners. Some examples could include a comment about their commitment in the lesson, answers they have given verbally or how they have supported another student.

DIT

Learners should be given time to respond to the EBI and make any improvements or changes. This is an opportunity to plan for bespoke intervention for key areas.

Feedback Policy

Judging work and marking (Best Fit)

Judgements made from book looks will impact on judgements made for teaching and achievement.

	Outstanding	Good	Requires Improvement	Inadequate
Presentation	Consistently shows title, date & underlined Work is written in blue/black ink Diagrams/charts/graphs/tables typically drawn neatly accurately/labelled/neat; pen/pencil used appropriately Books/folders are typically organised and demonstrates progress Completely graffiti free Books/folders show effort and pride in work and a Learners character	Typically shows title, date & underlined Work is written in blue/black ink Diagrams/charts/graphs/tables sometimes drawn accurately/labelled/neat; pen/pencil used appropriately Books/folders are organised and demonstrates progress Mostly graffiti free Books/folders show effort and pride in work	Presentation is not judged good+	Presentation of work is poor
SPaG	Marking for literacy is clearly evident Policy on SPaGknowledgement marking is fully implemented All work is accurately recorded and completed Evidence of SPaG improving	Marking for literacy is evident Policy is followed on SPaGknowledgement using the correct marking symbols Corrections of SPaG are made	SPaG feedback is not judged good +	Limited corrections for SPaG
Teacher's marking	Clear success criteria Work is typically marked every week & at the latest every 2 weeks – this will include full teacher feedback Evaluation of marked work clearly informs lesson planning Learners typically respond to teacher comments and implements EBIs Teacher typically plans for DIT and it is embedded. Learners act on comments Grades/ marks given Challenge is embedded through feedback and next steps activities	Success criteria is referred to in most WWW/EBI comments Work is marked consistently. Marking informs planning. Learners respond to comments DIT is evident	Teacher marking and feedback are not judged good+	Teacher marking has limited impact on progress

		Blue	Green	Amber	Red
Progress	(see table below)	WWW and EBI facilitate student progress and embed key skills Marking dialogue demonstrating understanding Ability to answer questions confidently & accurately Content increasingly challenging Accurate use of complex subject specific vocabulary Consistent opportunities for extended writing Well-developed literacy	WWW and EBI facilitate student progress Marking dialogue is in student speak Ability to answer questions confidently Content matches learners ability Subject specific vocabulary is used Opportunities for extended writing	Work does not demonstrate sufficient progress and is not yet good+	Work does not demonstrate progress
Student's marking		Success criteria is provided Success criteria is clearly understood by learners Learners provide quality feedback (www and ebi) WAGOLL is available Skills for effective self and peer assessment are developed and clearly embedded	Success criteria is shared with learners Learners use subject specific language in peer and self-assessment WAGOLL is evident Self and peer assessment is evident	Student marking and feedback have not been developed to a good+ standard	No evidence of the development of student marking

What does progress look like in learners' books?

Writing more **detailed responses** compared to previous work	Using correct and **complex subject specific vocabulary**	Evidence of **application** of skills, facts or **knowledge**	Ability to answer exam questions with increasing **confidence and accuracy**
A consistent and **solid response** to teachers' feedback through **DIT. Green and red pens applied**	A **reduction in mistakes**	Examples of how **feedback** is **consistently applied** in all learning	**Improved SPaG and presentation**
Limited repetition and **increased challenge** evident in task set	Evidence of early thought **processes** that lead to **better understanding**	The **content** changes and is increasingly **challenging**	An understanding of **exam command** words, that is evident in responses
Evidence of understanding misconceptions and **DIT** work	**Assessment grades** are consistent and at/above target	Clear **opportunities** to **respond to and extend** comments/answers	**Peer marking** is accurate and informative, showing understanding against **success criteria**