



THE MINSTER SCHOOL

Marking and Feedback Policy

Approved by:	Mr David Shannon	Date: 21/09/2021
	Chair SD&P Committee	
Last reviewed on:	Autumn 2021	
Next review due by:	Autumn 2022	

(This policy has been written with due regard to the school internal equality policy)

Ethos

“Succeeding Together”

Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life.

*“Whatever you do, work at it with all your heart, as though you were working for the Lord.”
Colossians 3:23.*

Marking and Feedback

What is marking and feedback?

Research from the EEF has shown that high-quality feedback leads to significant student progress over the course of a year. It has also been identified as one of the most effective and cost-effective ways of improving students’ learning. Consequently, effective marking and feedback is a central part of a teacher’s role and can be integral to the progress and attainment of students.

At the Minster School we recognise that feedback and marking can take many different forms – the best teachers use a combination of these. The most effective feedback allows students to improve, respond and make progress.

Effective marking and feedback promote the following:

- **Succeeding together:** by giving students the information they need to produce the best possible work.
- **Wisdom:** by encouraging students to reflect honestly on their own learning and help create a thirst for knowledge.
- **Optimism:** by ensuring students have high aspirations for the quality and presentation of their work. Students have the confidence to achieve their best.
- **Resilience:** by ensuring students respond positively to feedback, learn from their mistakes and continue to improve their work.
- **Kindness:** by enabling students to support each other to achieve through peer assessment and flourish together.
- **Service:** by providing opportunities for students to take responsibility for their own learning, supporting others in theirs.

Aims of marking and feedback:

- To help students make progress.
- To identify misunderstanding and correct errors.
- To give students time to implement strategies and make progress.
- To ensure high standards of presentation that demonstrate students' pride in their work.
- To inform the teacher's planning and future teaching.

The key principles of effective marking and feedback

This policy sets the general principles for marking and feedback across The Minster School. Curriculum areas will draw upon these principles to develop their own marking and feedback policy to suit their curriculum needs. There must be commonality that ensures that all students have the maximum chances of success.

The general principles are:

- 1) Feedback must be timely and respond to the individual student's needs so that they can actively engage with the feedback.
- 2) Feedback will celebrate the positives. There will be at least one but no more than three targets for improvement.
- 3) Each curriculum area will ensure that student work is assessed and detailed feedback given at least once per half term. This piece of work will be kept in either the student's book or an accessible folder.
- 4) When marked books/assessments are returned it is **essential** to allow time for students to read the comments and engage with the feedback. This will be called '**Read, Reflect, Respond**' time – it is time for the students to make progress based upon the teacher's feedback.
- 5) Homework should be acknowledged through self, peer or teacher assessment or as part of flipped learning (i.e. it is needed to be successful in the lesson).
- 6) Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

Forms of Marking and Feedback

As a school a variety of marking and feedback styles will be used. These include:

Written feedback.	<p>There are two types of written marking – maintenance and detailed.</p> <p>Maintenance marking may identify specific issues such as literacy, presentation and mistakes. Students should act upon these.</p> <p>Detailed marking includes a formal comment which celebrates the positives in terms of effort and/or achievement. Strategies for improvement are clearly identified for students to act upon. This may take the form of WWW/EBI, T in a circle etc.</p> <p>The frequency of each type of marking will vary between curriculum areas and key stages. Agreed minimums will be clear in the marking policies of each curriculum area.</p>
Peer or self-assessment.	<p>Students assess their own or their peers' work against an accessible mark scheme. They should give themselves or their peer feedback on what they need to do to improve.</p> <p>This form of assessment needs to be rigorously structured and modelled by the teacher, training students over time to effectively peer assess one another.</p>
Verbal feedback.	<p>Given to students during a lesson leading to immediate action by the student or group of students. It may not necessarily be planned but has a clear impact. It is the most common form of feedback. There is no need to record it, but students should be expected to act upon the feedback.</p>

Presentation

Feedback on the quality of presentation must be given in relation to the following school expectations:

- All work will have a title (or objective) and date which are underlined using a ruler.
- All work will be written in blue or black pen.
- All drawings will be done in pencil.
- All straight lines will be done using a ruler.
- Work should always be set out neatly.
- There should be no graffiti or doodling on students' work.

Literacy

For students to take pride in their work they must realise that spelling, grammar and punctuation are essential for successful communication everywhere. Teachers have a responsibility to monitor this in both maintenance and written feedback. The following codes are to be used in all curriculum areas to indicate where a student needs to improve the level of their literacy in their work.

Sp – Spelling

P – Punctuation

// - New paragraph

^ - missing word

? – unclear meaning

Monitoring and Evaluation

CTLs must ensure that their department feedback policy supports the whole school policy. This policy will clearly identify the type and frequency of marking and feedback in curriculum areas.

Termly quality assurance work scrutinies are undertaken by the CTL and the SLT Line Manager. These activities ensure that students are able to make progress in their learning through consistent and effective marking and feedback. Other quality assurance activities such as lesson observations, learning walks and student voice will include a focus upon marking and feedback.

Curriculum Areas

Each curriculum area will have a protocol for marking and feedback within their area. This should be created using the school's Marking and Feedback protocol template. This must specify:

- Curriculum expectations for each key stage.
- Key department models or strategies that must be used.
- Any common pieces that should be marked and/or graded.