

Westfield Arts College

Feedback & Marking Policy

Reviewed by committee	Spring 2022	Policy type: Statutory
Adopted by Governing Body	Spring 2022	Review cycle: Three years
Date for next review	Spring 2025	Signed by Chair:

WESTFIELD ARTS COLLEGE

FEEDBACK AND MARKING POLICY

RATIONALE

Written, verbal or visual feedback is an integral part of classroom practice. Its purpose is to promote learning and to record achievement and progress. Feedback should be sensitive to the cognitive and emotional needs of individual pupils in recognition of its profound influence on motivation and self-esteem; both of which are crucial influences on learning. Feedback should be positive, clear and appropriate to its purpose – it needs to offer positive benefits to pupils and staff, and the outcomes to be fed back into planning.

AIMS

- To ensure that feedback celebrates achievement and is understood by pupils.
- To identify and support areas for improvement and bring about progress for all pupils.
- To develop a range of feedback and marking strategies that can be used as appropriate in different subjects and for individual pupils.
- To identify the most pertinent place in the learning cycle for timely feedback
- To provide contextualized information to support the moderation process and develop consistent summative judgements across the school that are in line with National Standards.

IMPLEMENTATION

Planning for Feedback

- Medium-term planning will identify the range of feedback and marking strategies to be used and plan for in-depth written or verbal feedback to take place at least once a week.
- The capacity of pupils to engage with feedback will be assessed by teachers and the most appropriate strategies used accordingly (See Appendix 1). Planning should make clear the skills stage of the majority of each class and identify any individuals who will require differentiated feedback strategies.
- Short-term lesson planning will identify time for verbal and written feedback and the roles of teacher and teaching assistants in this process.

Principles of Feedback

- The effort and achievements of all pupils in relation to their differentiated objectives will be recognized and encouraged.
- Feedback will relate predominantly to the learning objective of each task and the expectations made clear to pupils at the start. Feedback may also be given in relation to individual targets.
- Consideration should be given to the timing of feedback so that it can be responded to most effectively. This could either be within the same lesson or at the beginning of the next.

Policy No. 46: Feedback and Marking Policy (Spring 2022) to be reviewed Spring 2025

- Verbal/visual feedback is a central feature of all lessons and much of this will not be recorded. In-line with a planned programme of in-depth written marking, some verbal feedback will be recorded in detail.
- Most feedback (in whatever form) will identify “how” pupils can improve their work.

Range of Feedback/Marking Strategies that will be selected as appropriate for subjects and individual pupils

- **Quality and improvement dialogue using a range of application learning objectives**
Example: Discussions with GCSE students about the quality of exam practice work - using GCSE marking criteria to identify areas for improvement required to achieve different grades.
- **Record of a formative dialogue eg: questioning and evaluating**
Example: Termly reviews of work with individual pupils recorded in back of books/folders. Teachers will guide the process as appropriate for the age/ability of the pupil. Minimum requirements of the reviews will be to identify with pupils areas of work they most enjoyed/understood and those areas they found difficult or that need extending.
- **Success and improvement feedback against specific learning objectives and/or individual targets**
Examples: Use of labels in the Primary Phase to record verbal feedback identifying success against the Learning Objective and either an area for improvement (that may have already been worked on in the lesson) or the next steps for learning.
Written feedback in the Secondary Phase to provide feedback on success against learning objectives eg: “Well done – you have chosen some good adverbs eg: spookily and verbs eg: screeched”. Pupils are encouraged to identify own areas for improvement eg: “H says she needs to practise using capital letters for people’s names.”
- **Annotation of improvements made during a lesson that identify the type of improvement prompt given.**
Example: Teacher identifies area in pupil’s work where an improvement can be made and an improvement suggestion is written or asked for by the teacher so the pupil knows how to make a specific improvement. Improvement prompts can either be reminders (simply a reiteration of the learning objective or success criteria), scaffolded prompts (eg: “What’s the giant going to do?”) or example prompts (eg: “How did you feel – sad or angry?”). Records on the work make clear the improvement prompts given and the pupil’s response. ‘Now’ statements such as ‘Now can you...?’ are useful both during the lesson and as a next step prompt between lessons. Improvement prompts can also be used to encourage pupils to elaborate or extend work eg “Why was his voice shaky....? Tell me more!”
- **Adult/Self/Peer marking against closed success criteria**
Examples: Marking spelling tests or calculations
Checking from list of success criteria that task is completed eg: steps to make a sandwich

Policy No. 46: Feedback and Marking Policy (Spring 2022) to be reviewed Spring 2025

- **Positive comment in relation to learning objective and some other aspect as appropriate (eg: effort)**
Example: *“Well done - you used the ruler accurately to measure the different train lines. You can also have a star on your target chart for working independently”.*
- **Acknowledgement marking – in combination with un-recorded verbal/visual feedback throughout the session**
Example: *This form of marking would be the minimum amount to be seen on any pieces of work – date and mark to show work has been seen eg: initials/ single comment eg: “Great work!”, sticker or smiley face/date.*
- **Annotation that identifies the level of understanding and amount of support needed by a pupil – used to inform future planning**
Examples: *“J read all the numbers to 10 without hesitation – and could do this even when they were shown to him out of order. He knew to get some cubes and count them but could only count up to 4 independently. We worked on saying the number each time J moved a cube and repeated this with numbers of objects up to 8.”*
“Prior knowledge-prompt given and question re-worded in order for H. to write answer independently”
“Help given with sentence structure but not with the answer”

Relation of feedback/marking to summative assessment

- In line with assessment for learning principles, the majority of written feedback and marking will be comment-only and not graded or levelled.
- All written feedback and recorded verbal feedback however will provide a level of detail about pupil achievements and the contexts in which they have been achieved that will support teachers in making summative judgements in relation to national standards. It is particularly important that clear details are recorded of any support given to pupils for work that is not independent.
- Pupils will be introduced to the standards to be achieved within the National Curriculum levels or other national criteria (e.g.: GCSE/ OCR) from Year 6 upwards if they are working within Level 2 (or at Level 1 according to teacher discretion). For pupils who find it difficult to progress hierarchically to the next NC level, lateral progress targets will be identified (for example demonstrating skills across a wider range of contexts). Progress ladders or individual targets will be displayed in pupil books/folders and achievements recorded on these.
- The learning and language needs of pupils working within the P levels necessitate that the P level standards are simplified into small-step criteria that can be made meaningful to pupils – and presented to them in the most appropriate medium. For example a visual model of the correct formation of letters in the pupil’s name.
- Detailed annotation of work (at any level) will identify the context in which the task was completed, an observation/analysis of pupil learning and identification of evidence that demonstrates that the pupil is working at a particular level. Levelled collections of work should take place at least termly.
- During the last 4 weeks of each term samples of work will be collected in by Department Heads for completion of work scrutiny.

Links to other policies

- Assessment and Recording Policy
- Homework Policy

GLOSSARY OF TERMS

Marking: *This is a generic term that refers to any written comments or marks made on a piece of work. This will usually be done by an adult but may sometimes be self or peer marking.*

Written feedback: *Comments written on work after completion of a lesson and returned to the pupil at a later date.*

Recorded verbal/visual feedback: *A written record of feedback given to a pupil either verbally or using visual supports during a lesson. This record will be completed either alongside the pupil during the lesson or shortly afterwards. It will endeavour to use the exact words spoken to the pupil or describe the visual prompts given.*

Verbal feedback: *On-going feedback given to pupils throughout a lesson and not necessarily recorded.*

Annotation: *A written annotation of work is usually written by adults for adults. It has 3 main purposes:*

- *To identify the level of support given to a pupil when a task has not been completed independently.*
- *To describe the learning that has taken place and be informative for future planning purposes. Written annotation is used most frequently in classes with pupils who find it difficult to engage with the feedback process.*
- *To provide contextualized information and identified evidence in the summative assessment process.*
- *Any coding that is used for the annotation of work should be understood by all members of the class team – and to any other staff members who may be involved in moderation of levels or scrutiny of work.*

APPENDIX 1

PROGRESSIVE SKILLS OF ENGAGEMENT WITH FEEDBACK

Stage	Description of ability to engage with feedback	Range of suitable feedback strategies
4	- Understanding of language used in national standards - Ability to read and respond to written comments - Ability to reflect on own learning and areas for development - Ability to recognize why one piece of work is more successful (or different) from another	<i>Quality and Improvement marking against application learning objectives</i> <i>Written comments indicating strengths and areas for improvement (in relation to NC levels when appropriate)</i> <i>Peer assessments against clear criteria</i> <i>Formative dialogue (key points summarized in written form)</i>
3	- Ability to engage in an evaluative discussion of work (e.g.: responding to suggestions re: extending or elaborating on ideas) - Developing understanding of a range of learning objectives - Ability to identify positive aspects of work and to suggest own areas for improvement - Can follow visual/ written success criteria during the completion of tasks (with varied degrees of adult support)	<i>Success and Improvement feedback against clear learning objectives</i> <i>Use of written/pictorial success criteria for closed skills</i> <i>General referral and feedback to “Top Tips” or “Progress Ladders” throughout lessons</i> <i>Differentiated improvement prompts</i> <i>Annotation of work by adults</i> <i>IEP targets used across a range of contexts</i>
2	- Identifies strengths in work related to either a learning objective or individual target - Starts to identify areas for improvement when given adult support to do so	<i>Adult supported identification of 2 strengths and one area for development (or continued practise) for certain tasks</i> <i>Use of visual closed skill success criteria to feedback on work with</i>

Policy No. 46: Feedback and Marking Policy (Spring 2022) to be reviewed Spring 2025

Stage	Description of ability to engage with feedback	Range of suitable feedback strategies
	• Responds to adult guidance to practise and improve aspects of work during 1:1 or small-group teaching sessions. • Understanding of IEP targets and when they have been achieved • Responds to verbal feedback re: positive aspects of work	<i>pupils during teaching sessions</i> • <i>Differentiated improvement prompts (verbal/visual)</i> • <i>IEP targets used across a range of contexts – rewards for achievement</i> • <i>Annotation of work by adults</i>
1	• Accepts adult supporting improvement in work – physical, visual, gestural or verbal prompt • Accepts recognition of positive aspects of work • Accepts visual mark of completion on work e.g.: stamp, sticker • Accepts visual communication that task is completed	• <i>Annotation of work by adults</i> • <i>Visual example of completed task – match with task as completed by pupil</i> • <i>Recognition marking – stickers, stamps or other motivational marks</i> • <i>Presentation of visual prompt to indicate completion of work and/or symbol for good work</i>

NB: Each level can incorporate the feedback/marketing strategies from the level below, and also start to introduce strategies from the level above.

Draft to Office Manager	SLT	Teaching and Learning Committee	Full Governing Body
October 2012	LC 08/10/12 KB 22/11/12 AP 09/01/13	22/01/13	04/02/13
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