

# MARKING AND FEEDBACK POLICY

## Review Timetable

|                           |                             |
|---------------------------|-----------------------------|
| LGB Date of Ratification  | 2 October 2023              |
| Review Interval           | Annually                    |
| Date of Last Review       | 8 March 2021                |
| Owner & Attached Governor | Leanne Mills & Phill Slater |

### At North Oxfordshire Academy we aim to provide:

- A whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils.
- Encourage dialogue between students and adults regarding the progress, success and areas to target.
- Standardisation and consistency of practice throughout the school.
- Guidance to staff on the purpose, types and frequency of effective marking and feedback.

## 1. Introduction

- 1.1. At North Oxfordshire Academy, feedback is defined as a response to student's work. This can be marking, discussion and formal or informal meetings.
- 1.2. We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and achievements. It encourages students to reflect on their own achievement and to celebrate success.
- 1.3. Quality marking and feedback is, supported by research by the EEF (Education Endowment Foundation), the most effective way to secure student progress.
- 1.4. We value the success, achievement and progress of every child and that every child in school can learn and achieve their full potential. We believe that effective marking and feedback is an essential opportunity for:
  - Teachers to gauge how a concept has been understood and where there are gaps and/or misconceptions.
  - Students to know how well they have done, and what they need to do next.
  - Students to feel happy about success and confident to extend themselves.
  - Teachers to assess and evaluate student's progress against a specific objective or list of success criteria which are shared with students.
  - Teachers to celebrate, reinforce and challenge according to the teacher's awareness of the
    - Child's need for recognition, and feelings of success
    - Parents, through a review of their child's work at parent consultation meetings, individual Education plan (iep) reviews etc. To be aware of the progress their child has made over time.
- 1.4. Marking and feedback should *always* be about learning.
- 1.5. Teachers will decide whether work will be acknowledged verbally or given detailed attention via whole class or written feedback.
- 1.6. Quality marking which involves detailed feedback will be spread throughout the term following the NOA 'whole class marking model' or post-assessment QLA.

## 2. The Purpose of Marking and Feedback

For teachers

- 2.1. Demonstrates student's knowledge and skills achieved.

- 2.2. Indicates where revision or repetition is needed.
- 2.3. Indicates the next step for learning.
- 2.4. Sets the context in which the work was undertaken e.g. 'you have worked well with your partner'.
- 2.5. Helps determine groups for learning.
- 2.6. Provides a sense of achievement e.g. self-assessment of success in meeting teaching objectives.
- 2.7. Indicates levels of achievement.
- 2.8. Informs future planning.
- 2.9. Informs changes in medium- or short-term planning.
- 2.10. Provides a review of the range of achievement.
- 2.11. Establishes a teacher / pupil dialogue about learning.

For parents and other audiences

- 2.13. Indicates points for individual development and progress.
- 2.14. Shows what the school values in student's work.
- 2.15. Demonstrates expectations.
- 2.16. Shows how the teacher has worked with and acknowledged the efforts of a child.

For students

- 2.17. Provides a personal response.
- 2.18. Acknowledges achievements.
- 2.19. Encourages students to reflect upon their efforts to preserve and strive for excellence.
- 2.20. Allows students to interact with the adult giving feedback.
- 2.21. Teaches students that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- 2.22. Teaches students that feedback on their work is an essential element of the learning process designed to support positively and not to criticise destructively.

### **3. Effective Marking and Feedback**

Effective Marking and Feedback takes place when:

- 3.1. Comments identify what has been done well and what still needs improvement.
- 3.2. Guidance is given on how to make the improvement.
- 3.3. Time is put aside for the improvements to take place and for pupils to follow up the comments as part of the overall learning process (Directed Independent reflection time or DIRT)
- 3.4. Feedback ensures that thinking takes place.
- 3.5. Marking is selective, focuses on the specific learning that has taken place and is related to the objective.
- 3.6. The Marking and Feedback policy is consistently followed by teachers across the whole school.

- 3.7. Teachers use the agreed NOA Marking Code to correct errors that go beyond the learning objective.

#### **4. Procedure**

- 4.1. Look for progress and success before areas to develop. This can be done by annotating the work to show where it has met the given criteria. Ticking or double ticking also indicates a successful meeting of criteria.
- 4.2. Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- 4.3. Link marking to targets: individual Special Educational Needs and Disabilities – (SEN) groups, layered targets, etc. as appropriate.
- 4.4. Give positive public feedback, including formal rewards, for high achievement, as an illustration of completion of the learning objective and success criteria.
- 4.5. Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Keywords and subject terminology should also be considered here.
- 4.6. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

#### **5. Written Feedback**

- 5.1. Written feedback should follow the whole class feedback model where development points are explicitly linked to learning and highlight students' next steps.
- 5.2. Levels and grades are not recorded on work except for assessment tasks. BTEC and vocational work will be marked in accordance with the relevant awarding bodies guidelines.
- 5.3. The frequency of comment marking is set for at least one whole class marking grid per half term alongside any more formalised assessments taking place within this time frame. In addition, teachers should circulate with purpose during each lesson to pick up on common areas to celebrate and to inform lesson adaptation and future planning.
- 5.4. Students reading and acting on feedback must be planned into lessons. A DIRT activity/number of DIRT activities must be planned that meet the needs of each student in the class. Time for students to adequately make these changes in the lesson is essential.
- 5.5. All written comments should be clear, legible, and neat in a handwriting style consistent with that being taught to the students.
- 5.6. Written responses may occasionally be written about a child's behaviour e.g., if the teacher feels that the pupil has not used the time allocated for a given task, this may be indicated in writing on the child's work.

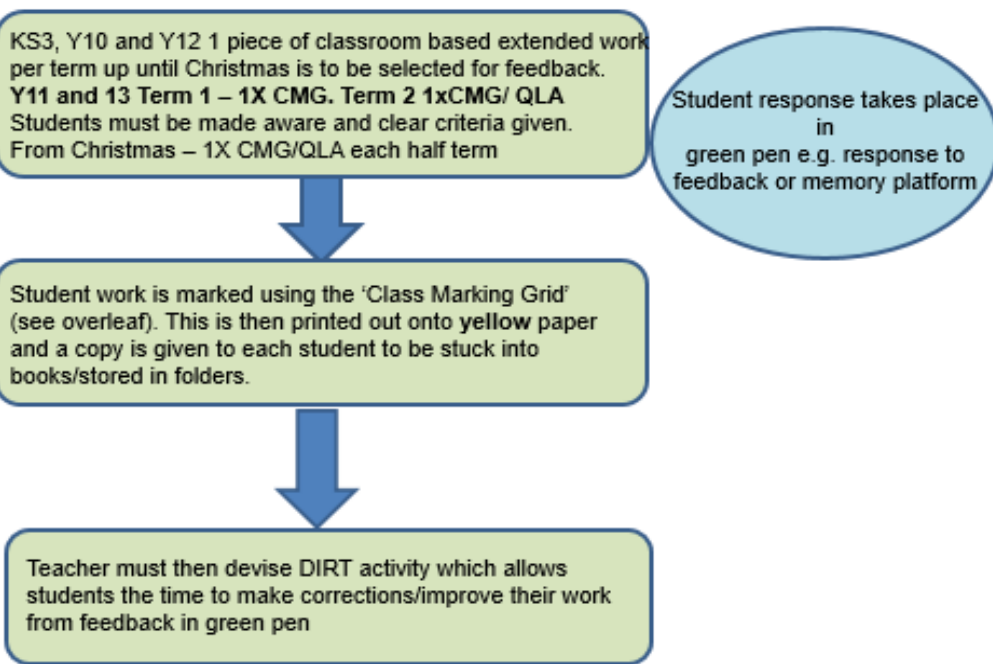
- 5.7. Written feedback should be provided via the 'class marking grid' but could also be supported by marking in various forms (comments, codes, sticks, stamps or stickers) and be age specific.
- 5.8. Adults consider whether students can read and understand the comments, allowing some response time. It is recognised that comments are also used to inform other audiences e.g., parents, SLT, about that piece of work, using the marking code.

|                   |  |   |  |
|-------------------|--|---|--|
| Assignment title: |  | Date:   |  |
| WHAT WENT WELL    |  | GAPS/MISCONCEPTIONS   |  |
| <u>SPaG</u>       |  | I NEED TO SEE...  |  |
| <b>Code</b>       | <b>This means that:</b>  | <b>Action required:</b>   |  |
| <b>SP</b>         | There is a spelling mistake in your work.  | Write a sentence at the end of your work that includes the correct spelling of the word.                          |  |
| <b>C</b>          | You did not put a capital letter when needed or you put a capital letter in the wrong place. | Take note of the teacher's correction. Be careful next time!  |  |
| <b>P</b>          | Punctuation has been missed out or used incorrectly in your writing.                         | Add in the correct punctuation.   |  |
| <b>Gr</b>         | You have written a sentence with mistakes in your grammar.                                   | Re read your incorrect sentence and make the necessary corrections.   |  |
| <b>W</b>          | You have used an incorrect word or a better word could have been chosen.                     | Add the correct word/a better word to your sentence.  |  |
| <b>//</b>         | You should have started a new paragraph.   | Take note of the teacher's correction. A new paragraph begins when you are changing topic, time, place or person. |  |



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## Marking and feedback policy



Please note:

- QLA is to be used after calendared exams/assessments or where more than one longer question is assessed.
- Teachers are still expected to circulate during lessons to spotlight mark in red pen and offer 1:1 verbal feedback to students.

