

HURWORTH — SCHOOL —



Feedback Policy

Accepted by:

Governing Body

Lead Reviewer:

Assistant Head Teacher

Review cycle:

2 years

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Date of next review:

October 2025



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Aims and Rationale

To establish a broad and consistent approach to the way in which student work is marked so that students feel valued and have a clear understanding of how well they are doing. This is key because:

- Marking is essential to see how effective teaching has been and how students are learning.
- Marking informs teacher planning and intervention.
- Marking provides students with guidance on how to progress in all subject areas. It allows students to see where they are, where they should be and the steps to get them there.
- Effective and regular marking is critical to student achievement and the development of independent learning skills, allowing them to reach their full academic potential.
- Marking and feedback across the school should be consistent with the principles of the whole school assessment procedures.

Impact of effective marking

- Increased student motivation if marking is regular and formative making effective use of the whole school reward systems.
- Students have a clear understanding of the non-negotiable knowledge they need to know and promotes the discussion of progress with students.
- Students understand the knowledge they require in order to progress.
- Feedback provides a good overview of students' knowledge and understanding how much progress they have made towards securing the non-negotiable knowledge within each subject at KS3 and meeting the objectives and criteria set by exam boards specifications at KS4.
- The needs of individuals are identified, and specific intervention strategies are put into place to remove barriers to learning.

Feedback is effective when

- Departments follow their individual policies which adhere to the key principles of the whole school marking policy.
- Within each unit of work the department has identified apt assessment opportunities where students will receive detailed feedback focused on knowledge secured and knowledge to be secured.
- The marking of work should recognise achievement, effort and future targets to allow an ongoing dialogue between teacher and student.
- Success criteria for assessment pieces should be shared with students before and after the task with specific areas for development identified.
- Marking tokens or DIRT Feedback sheets (whole class marking tokens) should be used as part of the feedback process. There should be a minimum of one per half term.. Marking tokens should reflect the departmental and whole school assessment procedures.
- The whole school reward system should be used consistently.
- Feedback provided should be appropriate to students' ability level.
- Classwork and homework should be marked regularly in line with the departmental policy. Constructive comments should provide specific guidance for improvement.
- Students should be actively involved in the assessment process by self and peer assessment, using purple pen.
- Time should be built into lesson time to allow students to review, reflect and redraft work.

Marksheets and/or departmental spread sheets should be regularly updated and include data about the progress students have made, for use in reporting to parents/carers and to meet statutory requirements. There needs to be a record of what non-negotiable knowledge a student knows, can remember and apply, and in a form that is manageable, accurate, comprehensive and accessible to teachers and students. Such records will form a basis for continuity and progression between Year Groups, teaching groups and Key Stages. Individual records will be kept of a student's achievement and progress. Such records might include mark books, Progress Review data (held on SIMS marksheets), departmental tracking information, marking tokens, student record sheets, individual portfolios.

Roles and Responsibilities

Classroom Teacher:

- Mark work regularly in green pen, in line with departmental policy and whole school marking stickers (see example below).
- Utilise whole school and departmental marking codes in line with departmental policy.
- Ensure students understand their learning journeys and non-negotiable knowledge to be secured.
- Ensure feedback is appropriate to the ability of individual students/groups of students.
- Recognise and reward effort and progress utilising whole school systems.
- Keep up to date marking records utilising departmental and whole school systems.

Whole school Hurworth Work Expectation:

HURWORTH WORK EXPECTATIONS

RULES AND RESPONSIBILITIES

Date written numerically – 13.2.23.
 Underline date/title and headings with a ruler.
 All diagrams/graphs/tables to be drawn in pencil.
 All work should be completed to the best of your ability:

- Crossing out should be one neat line.
- All corrections should be completed in purple pen.
- There should be no doodling.
- Take care to produce your best handwriting/neat work.

WHOLE SCHOOL CODES

PEER – indicates peer feedback.
 SELF – indicates students own work reflection/self-marking.
 VF (Verbal) – Purple Pen any verbal feedback/instructions
 LIVE – Students should purple pen class feedback / improvements given in class.
 SP – Spelling
 GP – Grammar and Punctuation
 KV – key vocabulary

SCIENCE CODES

KV - Key Vocabulary.
 W - Show working.
 ANS - Mark your work when answers given.

** - Excellent work
 * - Good work

LITERACY

Spellings (SP)	<ul style="list-style-type: none"> • Identify max of 3 misspelled words and copy them out 3 times. • Find correct spellings from a dictionary. • Peer mark for spellings.
Grammar	<ul style="list-style-type: none"> • Check correct capitalisation. • Check all sentences are complete and make sense.
Punctuation	<ul style="list-style-type: none"> • Check that you have used the correct punctuation. • Every sentence needs terminal punctuation. • Check comma use. • Use an appropriate range of punctuation:

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Head of Department (HoD):

- Ensure staff within the department adopts a consistent approach to marking classwork/Independent Learning Tasks and assessment tasks.
- Carry out departmental verification.
- To monitor the quality and regularity of marking by completing regular work reviews following whole school protocols.
- To support individual teachers where appropriate.

Leadership Team (LT):

- Monitor and oversee policy ensuring implementation across the school.
- Monitor the implementation of specific departmental marking policies.
- Meet with appropriate HoD and complete quality assurance processes throughout the academic year.
- Support HoD where necessary in the implementation of the policy.
- Ensure good practice is shared within and across departments.

This policy should be read in conjunction with:

- Assessment, Reporting and Recording Policy.
- Quality of Education Policy.