

Feedback and Marking Policy

Morecambe Bay Academy
Dallam Avenue
Morecambe
LA4 5BG

T: [01524 410207](tel:01524410207)

E: reception@morecambebayacademy.lancs.sch.uk

www.morecambebayacademy.co.uk

www.baylearningtrust.com

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The purpose of feedback and marking

Our assessment policy sets out the many ways and means that we assess students' learning. When we are clear about how students are learning, we give them feedback to affirm the positive progress that they are making and to support them to make increased progress. We feedback to students in a verbal and written format.

Types of feedback

Verbal feedback

Feedback that affirms learning:

It is vital that we are giving students feedback that supports them to understand when they are doing well. This should serve to increase their confidence, show them that they are valued and motivate them to improve. When giving affirming feedback, we need to be clear about what the students have done well and why it is important. We will give affirming feedback when:

- Students have demonstrated that they have gained and retained **knowledge** from their learning
- Students have demonstrated that they are learning, mastering or have secured a new **skill**
- Students are demonstrating excellent **behaviours for learning** (e.g. effort, resilience, contributing to discussion etc.).

Feedback that supports improvement:

It is vital that we are giving students feedback that supports them to understand how they can improve. This feedback needs to identify specific and tangible steps that they can make to improve their learning. We will give feedback that supports improvement to:

- Correct misconceptions or fill a gap in **knowledge** from their learning
- Support then improvement of a **skill**
- Support improved **behaviours for learning**.

Formative written feedback

It is important that we mark students' books because:

- It shows them that we value their books; this will further encourage them to take pride in their work
- Exercise books are pieces of evidence that show us how students are progressing and achieving in a given unit or over a longer period of time
- It further supports our understanding of the level of effort that students are putting into their work
- It helps teachers to plan for future lessons where they might address misconceptions or accelerate progress
- Students can immediately act on teacher feedback and improve their work
- We can support students to improve their spelling, punctuation and grammar.

When giving written feedback we will:

- Not give a specific grade at KS3
- Not routinely give specific grades at KS4 and KS5, although it may sometimes be necessary. Giving the total number of marks gained however, may be effective in supporting an understanding of how they have progressed over time

- Identify WWW (what went well). This element of the feedback should be specific and allow each student to see the positives in their work. This will allow students to replicate this element of success in future pieces of work
- Identify D.I.R.T (directed improvement and reflection time). This will be a precise, specific and tangible piece of feedback that supports the student to improve the piece of work that has been marked. It is important that the student, with minimal support from the teacher, can act this feedback on immediately
- Give specific time within a lesson, ideally at the start of the lesson, to carry out the D.I.R.T. improvement task that has been identified. Students will complete this work in green pen to support both themselves and teachers to see how they have improved in their learning. The D.I.R.T. tasks do not require additional marking but should be acknowledged. Remaining misconceptions can be addressed with verbal feedback to the individual or whole class
- Give an effort grade (A-D) to identify how much effort has been put into the piece of work.

Frequency of written feedback

Written feedback should be manageable for teaching staff. Schemes of learning will outline which essential pieces of work will be marked. There is a minimum expectation for a minimum of **6 key pieces of assessment** within each year group throughout the academic year.

Teachers must mark in line with the following guidance:

- Not every page in a students' book should be marked
- Specific and substantive pieces of work should be marked that have been carried out in controlled conditions where a student has been able to demonstrate their learning
- Heads of Department will provide assessment points to support staff in managing the marking workload.

Forms of written feedback

Heads of department may choose to direct the use of specific mark sheets, stickers or feedback forms that support the principles of this policy being secured. Feedback should be personalised and specific. In case of whole class misconceptions, whole class feedback sheets may be used.

Summative written feedback

The purpose of summative written feedback will be to demonstrate the level that students have achieved at a given end point.

When studying in Key Stage 3, the summative mark will indicate if the student has reached the expected standard. A student will be told if they have reached the expected standard at the end of each unit of work.

When studying in Key Stage 4 and Key Stage 5, the summative mark will indicate the grade that a student is achieving. The frequency of these marks will be determined by each Head of Department and may be reported to parents instead of recorded in a student's book.

Marking for literacy

Teachers' standards (standard number 3), states that every teacher must:

'Demonstrate and understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist

subject.'

High standards of literacy are essential for everyone to live their lives to the full. One way we will support improved levels of literacy is through the marking of students' work.

Teachers will use appropriate judgement in marking literacy, with the intention being that the marking leads to improved standards of literacy. Not every page will be marked for literacy and priority will be given to common errors and key subject specific vocabulary.

Additional 'tips' to support student progress in marking and feedback:

- Assessments and key homework activities are planned to support a manageable marking workload
- Make sure that students are aware of the piece of work that will be marked prior to them beginning it. This will support them to give of their best when completing it
- Give students specific time to read through and review what they have written. You may choose to give specific guidance for this review which could include:
 - Check that all names of people and places have capital letters
 - Check that they have spelt words correctly
 - Check that they have used the correct quotation marks, " " or ' '
- Standardise your marking by joint marking a few pieces with a colleague
- Only use the specific assessment criteria that has been provided by the department

Consider if there are opportunities for peer assessment during a unit of work. These opportunities must have specific criteria for students to use.