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Owner: Deputy Headteacher

Written Feedback Intent

High quality feedback allows students to recognise what is going well and what they need to do to improve their knowledge and understanding. Within lessons there are a range of methods by which feedback can be provided, with written feedback being one way it can be delivered.

In recent years, some injurious practices have developed nationally which have not had the desired impact. The government's Workload Challenge survey in 2014 identified the regularity and degree of marking requirements as a key driver of large teacher workloads. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that feedback should be driven by professional judgement and be "meaningful, manageable and motivating". The Education Endowment Foundation (EEF) highlights that feedback to learners about their performance and how to improve is still hugely important. Therefore, we have focused our approach on the following:

- Focus on furthering learning
- Be manageable for teachers in terms of workload and accessible to pupils and relate to the learning intention
- Give recognition and praise for achievement
- Provide clear strategies for improvement which result in better pupil achievement
- Allow specific time for pupils to read, reflect and respond to feedback and marking

Expectations on staff and students

In order for effective written feedback to take place, it is necessary that students and staff follow some consistent routines. It is the responsibility of each teacher to ensure that all students that they teach follow these expectations.

Nature of Assessments

1. Key pieces of assessed work will be identified for detailed feedback within each curriculum area.
2. An Assessment Book or Folder will be used in each subject to keep key assessment work. These will contain all key assessments and span the student's school academic history. This must be presented with pride and care.
3. Purple zone activities should take place where appropriate in the curriculum.

Presentation of Work

4. All work must have a title and be dated. Writing should be in blue/black pen and diagrams drawn with a pencil and ruler.

Frequency of Marking

5. Average frequency of diagnostic marking/feedback:

Hours per fortnight of teaching	Quality mark every
5+	2 weeks
3/4	3 weeks
2	4 weeks
1	6 weeks

It is not always possible for teachers to provide written feedback by the next lesson following pupils' completion of a task, although the quicker the feedback the more effective it is in supporting pupils' progress and learning. There is a balance between the frequency and speed of providing written feedback compared with precision and depth of that feedback. Teachers are required to be regular and sometimes selective in their marking to achieve an appropriate and effective balance.

Annotation and Grading of work

6. Assessment feedback will be clearly identifiable through the use of the school's standard headings: What Went Well (WWW) and Even Better If (EBI) and will nearly always be followed with a student response.
7. Within the Assessment (Good) Book or Folder, the level/grade/percentage score will be recorded to agreed departmental standards at KS3 and national standards at KS4. Teachers will record these grades in either written or electronic mark books to inform progress judgements.
8. There will be no acknowledgement marking.
9. Teachers will use a wide variety of techniques to provide effective and timely feedback, with regular opportunities for peer and self-assessment, against assessment criteria provided by teachers. Students will mark their own work in a green pen and their peer's work in a red pen. The teacher will mark work in a pink pen.
10. A teacher will write in a pupil's exercise book if it is going to impact on progress. The more immediate the feedback the greater the impact. A teacher will write in an exercise book to...
 - i. point out a literacy error
 - ii. provide feedback to a 'Purple Zone' activity
 - iii. point out an area for development

Other (non-written) forms of Feedback

11. Live sampling feedback is encouraged where appropriate. The teacher will select a sample of work and mark it in front of pupils, e.g. use a visualizer, so students see how work is corrected, enabling students to then make amendments to their own work, in their green pen.
12. Subject leaders will develop and update assessment portfolios, known as the Middle Leader Folder. These will keep samples of work, marking and feedback across the ability range as an aid to moderating assessments, marking and LPS grades.
13. A whole school approach will be adopted in marking to improve literacy (SPAG), Student exercise books and assessment folders will display the literacy sticker on the front of their book.

Quality Assurance

Quality assurance will involve the subject specialist and SLT. The focus of the quality assurance/work scrutiny will be to look at how students are progressing and how successfully the curriculum is being implemented. The focus is on the impact that the feedback has had on the learner.

Written feedback for Literacy Policy

The development of literacy (and numeracy) skills is the responsibility of **all** staff. Our aim is to develop students' knowledge, understanding and skills relating to the use of language. To do this most effectively there needs to be a consistent approach, clear goals and common expectations across the school. Literacy stickers will be displayed on the front of student exercise and assessment books. When a student's work is marked/assessed the following symbols should be used:

- O** capital letter missing or incorrectly used
- ^** a word left out or to show where to add more writing **sp** written in margin: a spelling mistake in this line, underline word
- //** new paragraph needed
- p** punctuation mistake (the teacher corrects this)
- ?** this part (underlined) is confusing

All student work should be marked in a pink pen (except coursework when a pencil can be used). Self-reflection known as 'green glossing' will be marked in green pen. Peer marking will be marked using a red pen. Additionally, purple pen is used to highlight a 'Purple Zoning' tasks.

Subject teachers may not wish to indicate all errors in each piece of work, as this could be demoralising for the student. A number of errors, however, should be brought to the student's attention so that they are made aware that the teacher is considering spelling and punctuation skills.

It is recommended that only two or three spelling errors or spelling rules should be identified in an extended piece of work. The student should be encouraged to learn these spellings. This could be set as a question on the marking and feedback sticker.