



EXCELLENCE • LEARNING • LEADERSHIP  
ST JOHN'S & KING RICHARD  
SCHOOLS FEDERATION

## King Richard School

### Feedback and Marking Protocol

#### Rationale

This policy has been created in consultation with best practice, student voice, staff voice, Ofsted Reports and advice and guidance from an HMI;

***“Every teacher needs to improve, not because they are not good enough, but because they can always be better.”*** (Professor Dylan William)

*“Marking helps me understand my mistakes and how to improve”, “I feel happy someone has taken the time to mark my work”, “I like to see that I’m improving and what I need to do to improve”, “clear instructions on the steps to take to improve and achieve the next goal helps me to improve my work”, “feedback is useful within a week and ideally before moving on from the broader topic”, “marking makes me feel nervous – I see red pen and think that I’ve done something wrong.”* (Student voice, Dec 2015)

Marking provides high impact for a low cost. Research summarised in the Toolkit shows that improving the quality feedback provided to pupils has an average impact of eight months. This means that pupils in a class where high quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of pupils which were performing at the same level at the start of the year.

*“Strengthen the overall quality of teaching to achieve greater consistency of good or outstanding practice by: **enabling students to make the most of suggested improvements from teacher’s feedback** in order to produce more sophisticated written responses which show how much they have understood and help more of them to gain the highest levels.”* (Ofsted Report, 2014)

***“Improve the consistency of staff implementation of the new marking and feedback policy across the school***

- ***seek student voice/responses on the impact of marking and feedback on their learning to help bring about more consistent application***
- ***find ways to capture verbal feedback and its impact on learning***
- ***ensure students have planned time in lessons to read and respond to marking and feedback comments ensure that students are expected to respond and improve their work leading to marking and feedback dialogues between adults and students & even better outcomes”*** (IA report, Jan 2016)

*“Teachers provide pupils with incisive feedback, **in line with the school’s assessment policy**, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.”* (Outstanding lesson criteria, Ofsted 2015)

***There is strong evidence that the quality of feedback has impact on student outcomes.*** This includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also key elements. (What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014)

*“This survey [improving literacy in secondary schools: a shared responsibility] of best practice found there is **no ‘quick-fix’ for raising standards in literacy. The best schools made literacy an integral element of the whole school curriculum.** In these secondary schools, there was **no attempt to address literacy through one-off training days** for staff. Literacy in the best schools was an integral part of longer term school improvement plans and informed the content of action plans for each subject.” (Michael Cladingbowl, Ofsted’s Director of Schools Policy, 2013)*

## Our Aims

We already show evidence within the Federation of providing excellent marking and feedback. We recognise that marking has a very high impact for a very low cost. This marking protocol has been put together to create further consistency, to share best practice and promote a philosophy of ‘mark-plan-teach-repeat’ supporting outstanding lessons and learning which meets the needs of all students. The protocol has three key aims in order to help our students achieve excellence;

1. To have a whole-school marking and feedback protocol that promotes outstanding student progress, but does not increase the workload for teachers.
2. To embed regular and rigorous assessment opportunities the outcomes of which inform lesson planning.
3. To embed a consistent whole-school approach to assessment, marking and feedback. This includes a consistent cross curricular literacy approach to embed SPaG.

## What will we do in order to meet our aims?

### **Mark-Plan-Teach-Repeat**

We ensure students feel valued by providing our students with marking and feedback in order to assess their learning. We provide individual praise and target setting and use marking and feedback to inform our future planning and teaching. We provide appropriate time for students to act on marking and feedback within our lessons.

#### **1) Mark**

##### **1i) Formative assessment – written feedback must be provided at least every 5 lessons (core subjects) and every 3 lessons (foundation subjects)**

We provide high quality, not quantity, marking and feedback. Written feedback is regularly provided. Verbal feedback will also be recorded. Feedback should support what students have learned and what they might learn with appropriate help. It should include a comment of praise, a challenging SMART target and an organisational SPaG target. See “Sharing best practice: mark-plan-teach-repeat” for methods which could be used.

Rewards points on ePraise can be awarded for excellent work. Whilst we recognise the importance of encouragement and will ensure praise is given where due, we also recognise that the wrong kinds of praise can be very harmful to learning. We recognise hard work without using praise lavishly, to avoid conveying a message of teacher’s low expectations to low attaining students.

##### **1ii) Colour coding**

We have a consistent Federated approach to colour coding our marking. This will provide a consistent student accountability method to support progress.

<b>Teacher marking</b>	<b>Pink*</b>
<b>Student response</b>	<b>Green*</b>
<b>LSA</b>	<b>Purple*</b>

\*The school will supply all pens.

### 1iii) Spelling, Punctuation and Grammar (SPaG)

We have a consistent Federated approach to SPaG in order to embed literacy skills. This will be implemented by introducing a Federated **marking code, which will be used in the first paragraph of all extended pieces of writing**. No other symbols should be used except the symbols below. These symbols should be used even when marking electronic work. The marking code must be displayed at the front of every classroom on at least size A2.

#### Marking Code:

Sp	spelling mistake
WW	wrong word i.e. if there is used instead of their
^	indicates a missing word or punctuation
//	indicates a new paragraph is needed
?	this doesn't make sense
O	circle a lowercase letter if it should be a capital letter
✓	good point
✓✓	excellent point

## 2) Plan

Our marking will inform our lesson planning. When lesson planning we include;

### 2i) Teacher, self and peer marking and feedback

We not only share success criteria with our students but enable them to use the success criteria, empowering and challenging our students with a clear understanding of how to achieve their potential. We include teacher, self and peer marking within our half termly planning across all key stages [see "Sharing best practice: mark-plan-teach-repeat"]. Students should initial feedback when self or peer assessing.

### 2ii) Recording students acting on feedback and marking

We include DIRT (Dedicated Improvement and Reflection Time). We include in our planning sufficient time for students to act on feedback to support progress overtime. Studies show that when marking a single book a teacher writes an average of 8 comments yet a student only recalls 2.5% of this feedback. Some pupils admitted they barely read their comments at all as students may be more concerned with how many marks they and their classmates were awarded (Marking and Feedback, Readership: Secondary. Issue 26.) We have created an ethos and culture in which students recognise the importance of feedback:

*"A core value I need to practice in school is seeking and acting on feedback as I should care what I did wrong in an essay question, so I can learn from it."* (Year 10 student, 2015)


We support our students' progress by planning time to act on feedback. Whether feedback is verbal or written, we provide students with the time to act on their challenging SMART target and an organisational SPaG target. We plan time in the lesson for students to make the improvement to their work immediately upon receiving their marking and feedback, rather than waiting until their next piece of work [see "Sharing best practice: mark-plan-teach-repeat"].

### 3) Teach

Our teaching will be informed by our marking. We provide our students at the start of a topic with a clear set of challenging criteria on how they can achieve. Our teaching will be planned reflecting the criteria and what we have marked. By following mark-plan-teach-repeat we support every individual student in reaching their potential.

#### 3i) KS3 summative assessment criteria

We have a consistent Federated approach to KS3 summative assessment. Summative assessments will be marked within a week.

Assessment for Learning – Y7 Development Exam 

Subject	Year Group	Topic	Your Name	Pathway for progress

1) Check and assess yourself on your pathway

Securing +	State – knows the meaning of key words.				
Securing +	Describe - Describes in good detail and has knowledge of key words.				
Mastery +	Explain – Explains ideas clearly. Developed – Explains in a developed way using more than one connective to extend ideas, for example, "which means..."				
Excelling +	Justify - Explains an opinion in extended paragraphs with use of evidence to justify and compares to other case study examples.				
Excelling +	Evaluates - Ideas in a considered way taking into account opinions of others and critique even the chosen option, evaluating from more than 1 stakeholder where appropriate.				

2) Read and respond to your feedback

<input checked="" type="checkbox"/> Teachers assessment	<input type="checkbox"/> How to improve	<input type="checkbox"/> Your comment
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#### 3ii) KS4 and KS5 assessment criteria

Students will be assessed weekly in class and/or at home using exam questions and criteria.