

# Beaufort Co-operative Academy



## A policy on: Feedback and Marking

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# Feedback and Marking Policy

## Introduction

The critical purpose of feedback and marking is simple; it is about **improving progress**

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

At Beaufort Cooperative Academy, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the student's own work, in relation to the learning objective, success criteria and/or assessment criteria
- specific ways in which the student's work could be improved, and crucially, being given the opportunity to do so
- improvements that the student has made compared to earlier work

To foster skills of independence as learners:

- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles, SMART HTIs (How To Improve statements)
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards (responding to HTIs)
- improvement is cyclical, valued and clearly evidenced
- the students are made aware of learning objectives and of the criteria that their work will be assessed against at each key stage/ exam requirements.
- the learning needs of individual students are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets

Effective feedback & marking at Beaufort Cooperative Academy will:

- recognise, encourage and reward students effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and student, and clear, appropriate feedback about the strengths of their work and areas for development
- improve students self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give student a clear picture of how well they have met learning objectives or targets
- identify students who need additional support/challenge
- help students to develop an awareness of the standards they need to reach in order to achieve particular assessment criteria
- involve parents more directly in reviewing their students progress and help in reporting to parents
- celebrate and reinforce expectations
- inform future planning

## **PRACTICE**

Wherever possible, feedback and marking takes place with the student and is shared as immediately as possible.

As an academy school, we value verbal and written feedback in moving learning forwards.

### **Verbal Feedback**

- This means discussion about the learning with the student. It is the most valuable form of feedback for **all** students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher or teaching assistant and, where appropriate, between peers.
- It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.
- Where possible, it is useful for the student to record the main aspects of the verbal feedback

### **Written Feedback**

- **Assessment feedback:** summative ('how am I doing?', with grade if appropriate) and formative ('HTI' statements) comments. Assessment criteria marking of assessments will highlight where the student has met the criteria (highlighted in green) and where progress is to be made (highlighted in pink). All students will respond to the HTI statements to make progress against the assessment criteria. This progress is highlighted in yellow.
- **Praise and reward:** praising student efforts, achievements and progress, with reference to the assessment / success criteria / learning objective
- **Peer and Self Assessment** opportunities
- **General monitoring:** ('acknowledgment marking / tick and flick')
- **Literacy:** spelling, punctuation and grammar as detailed in the literacy policy.
- **Reflection,** be supported with time and opportunity to reflect upon and engage with HTI statements. This is important to enable students to demonstrate that further progress is made, both in content, understanding and developing skills in independently thinking where and how they have gone wrong and how to correct this.

## **Monitoring**

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT), Operational Leadership Team (OLT) and Subject Leaders (SL).

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