HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

MARKING AND FEEDBACK POLICY

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To be read in conjunction with: Learning and Teaching Policy
Homework Policy

**Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others**

What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average that the provision of high-quality feedback contributes to significant progress over the course of a year.

Feedback can take different forms: peer, self, whole class, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Aims of Feedback

1.1.   To help students make progress;
1.2.   To provide strategies for students to improve;
1.3.   To give students dedicated time to reflect upon their learning and put in effort to make improvements;
1.4.   To inform our planning, and structure the next phase of learning;
1.5.   To facilitate effective and realistic target setting for student and/or the teacher;
1.6.   To encourage a dialogue to develop between student and teacher;
1.7.   To encourage students to have a sense of pride in their presentation of work;
1.8.   To correct mistakes, with a focus on Literacy/Vocabulary skills.

Principles

Helston Community College's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. The general principles are:

2.1.   Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
2.2.   A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is **essential** to allow time (***DIT: Dedicated Improvement Time***) for students to read the comments and engage with the feedback;
2.3.   Feedback is a part of the College's wider assessment processes, which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress;
2.4.   Where appropriate, students should be encouraged to assess their own work against the learning objectives and success criteria;
2.5.   Peer, whole class and self-feedback are valuable tools for learning that should occur regularly, but these methods need to be structured effectively by the teacher;
2.6   There should be several significant pieces of work that receive detailed feedback each term. To ensure consistency, these should be clearly identified within schemes of learning;
2.7   Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

Type and frequency of verbal feedback

3.1.   This is the most frequent form of feedback;
3.2.   It has immediacy and relevance as it leads to direct student action;
3.3.   Verbal feedback may be directed to individuals or groups of students; these may or may not be formally planned.

Type and frequency of written feedback

4.1 There are two types of written feedback: detailed and maintenance;

4.2 The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking and feedback policies of each subject area;

4.3 Some subjects that are more practical may well not have detailed written feedback;

4.4 For most Post 16 subjects, the written feedback provided after each checkpoint should include a list of topics or questions, which are **strengths**, areas for **improvement** and specify suggested **additional practice** students need to undertake;

4.5 Detailed feedback will clearly identify the **strengths** and strategies **for improvement** that students will then act upon (this may be in the form of '*Stars and wishes*'; '*What went well, Even better if*' etc.);

4.6 Maintenance marking may identify specific issues such as key words, literacy/vocabulary and presentation issues; students should act upon these.

Type and frequency of peer feedback

5.1 Effective peer feedback is rigorously structured and modelled by the teacher;

5.2 Written peer feedback should be clearly identifiable;

5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

6.2 Teachers should share success and/or assessment criteria where appropriate.

Type and frequency of whole class feedback

7.1 Whole class feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess and correct/improve their work.

7.2 Whole class feedback can significantly reduce teacher workload and, if used well and appropriately, be used as Dedicated Improvement Time.

Literacy and numeracy feedback

8.1. If the literacy standards of our students are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work, they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.

Where there are many errors in a student's work, teachers do not need to correct every mistake, but they should focus on the most important areas for the student to work on. Staff need to identify no more than five key words that have been spelt incorrectly. These should be written correctly by the teacher on the work; students should do an activity to learn the word (e.g. word art, spell speak, apply a spelling rule etc).

8.2. Work should be marked for literacy using the following symbols:
8.2.1. **Sp** incorrect letters circled in the word = incorrect spelling
8.2.2. **//** in the student's work, means start a new paragraph
8.2.3. **Gr** grammatical error
8.2.4. **?** unclear meaning
8.2.5. **P** faulty punctuation
8.2.6. **C** capital letters

8.3   We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

Homework

Homework should always be checked, and an appropriate type feedback provided to students.

Monitoring and Evaluation

10.1.   HoFs and Subject Leaders must ensure their departmental marking and feedback policy supports the College policy. This policy should clearly identify the type and frequency of feedback in subjects.

10.2.   HoFs and Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations or more formal interviews with students, work scrutiny, learning walks etc.

10.3   Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.