



# Calday Grange Grammar School

<b>Title of Policy:</b>	<b>MARKING &amp; WRITTEN FEEDBACK POLICY</b>	
<b>Policy reference:</b>	CGGS/CURR/markings&written feedback/Sept 2015	
<b>Previous Versions:</b>		
<b>Summary</b>	<p>Homework is seen as one of the principal ways in which student achievement can be raised. The benefits of doing homework needs to be instilled at an early age in all students in order that independent home study becomes routine.</p> <p>This policy has been designed to provide a coherent framework from which faculties can develop a consistent and effective approach to homework taking into consideration students of all ages and levels of ability.</p>	
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	Scheduled Review	✓
	Minor changes	
	A number of changes	
<b>Approval:</b>	Approved at FGB meeting on 8 <sup>th</sup> October 2015	
<b>Consultation details</b> (where appropriate):		
<b>Notes:</b>		
<b>Date of next review:</b>	September 2016	

**This section is specifically about on-going, formative marking and written feedback**

**Another section of the overall policy will cover verbal feedback although much of the written policy applies to verbal feedback.**

The quality of written feedback to students is an important factor in school improvement. Therefore it is important that leadership at all levels of the school know and understand the level and quality of written student feedback and ensure that the policy is implemented.

The main purposes of marking work and providing feedback is to enable:

- The teacher, student and parents to judge the level of understanding of specific learning objectives.
- The teacher to plan next lesson/future work based on their judgement of student understanding.
- The student to highlight areas of work causing difficulties and to address these difficulties under the guidance of the teacher.

Feedback to students should be done through a combination of teacher, self and peer marking and feedback.

#### **Written feedback (teacher/peer/self)**

- Students should receive feedback on much of the work that they do.
- This could be peer or self-assessed feedback with teachers focussing on quality feedback on specifically highlighted pieces of work.

#### **Written feedback should:**

- Include a comment on the student's understanding of the work
- Provide specific praise for the work done
- Provide specific advice on how to improve

#### **Self/peer marking and feedback:**

- This can be done during most lessons and with some homework
- Students need guidance and help to assess work. It is important to discuss the marking criteria before peer or self-assessment
- Students get better the more that they do
- A short self or peer review towards the end of a lesson enables students time to reflect on their work and learning for the lesson

#### **Teacher marking/feedback:**

- There is no need to tick every piece of work. The important aspect is the students' understanding.
- It is easier and quicker to comment on the students' peer and self-evaluations
- Some identified homework should be marked formally, at least once every six lessons.

## Grading work:

- This need not be done for many pieces of work. Grades detract the student from the written feedback and advice given on areas and strategies for improvement.
- If work is graded it should be clear that the grade refers to a 'working at' grade.
- CCTs are an important aspect of any grading. They are used to grade or level pieces of work at particular times and are measured against the whole cohort.
- This section of the policy is for on-going feedback to students. Subject areas will have more formal, summative assessments at assigned times of the term.

## Monitoring feedback/marking

- Monitoring the quality of feedback is part of the lesson observation programme
- Books should be checked during a lesson observation
- The other form of monitoring is done through half-termly work samples of students work
- Heads of faculty or curriculum coordinators will look at and comment on:
  1. Evidence of written self and peer assessment/feedback
  2. Evidence of written teacher feedback
  3. The quality of feedback. Written feedback should include praise about the positive aspects of the work and clear, specific advice on how the work can be improved.
  4. The feedback to teachers should highlight strengths and good practice as well as areas for improvement.

## Examples of good feedback

Well done James, a good answer....

- *You have correctly identified the eight stages in the conflict resolution model. Well done!*
- *Stages 3, 4, 6, 7 and 8 are accompanied with some thorough and accurate description, as required by the exam question.*
- *You mentioned an example of ..... That's an excellent way to support your evidence!*

In order to improve your work further:

- *You could give a fuller description of all points, particularly numbers 1, 2, and 5.*
- *Explain more thoroughly why it is important to .....*
- *Can you give a specific example of where this was necessary .....*?