



FEEDBACK AND MARKING POLICY

REVIEW: MAY 2022

Policy approved by Shadow Governing Committee
on 16th May 2022

Signed by the CEO (in absence of Chair):

A handwritten signature in black ink that reads 'Julie Hollis'. The signature is written in a cursive, flowing style.

Mrs Julie Hollis

NEXT REVIEW SUMMER 2025

THE BRIAN CLARKE CE ACADEMY
c/o THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM, OL1 3SQ

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1. Policy Statement

Feedback is information given to the student about his/her performance relative to learning goals or outcomes. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

At Brian Clarke we focus on feedback rather than marking as it is the quality of feedback which has the most impact on student learning. Teachers will systematically check students' work to ensure errors and misconceptions are clearly identified and students are made aware of them. Teachers will read students' work both live during the lesson and post-lesson in order to move learning forward. This feedback will then be used to address misconceptions, demonstrate best practice, and close gaps in learning.

2. Objectives of the Policy

- To outline the importance of feedback on pupil progress.
- To outline the different types of feedback and marking at The Brian Clarke Academy.
- To document the guidance given to curriculum leaders on feedback and marking department policies.

3. Types of Feedback

Students will receive different types of feedback these include:

- *Verbal feedback from the teacher* - Verbal feedback is important because it is a quick and effective method of providing instruction to students on how to improve. Students can act upon verbal feedback instantly to correct work and act on identified next steps. This can be done on an individual, small group or whole class level.
- *Written feedback from the teacher* – this might be on an individual student's piece of work which include specific steps/actions a pupil needs to take to improve.
- *Whole class feedback* - Used to address common misconceptions across a large number of students. It is likely this will be used after a whole class response activity.
- *Self and peer feedback (verbal and written)*– students are supported to make improvements to their own work/understanding or that of a peer. Self and peer feedback allows students to apply success criteria to identified and appropriate pieces of work.

4. How Feedback is Given

As with the types of feedback there are also a variety of ways to give both verbal and written feedback to students.

- Exemplary work may be spotlighted under the visualiser/ board and students asked to redraft.
- Common errors may be explored under the visualiser/board with students asked to think critically about how to correct the misconception.
- A 'good' piece of work may be shown under the visualiser with students working collaboratively to move it from 'good' to 'great'.
- Ticks may be given to show where responses are accurate.
- Symbols may be used to show errors and misconceptions.
- Numerical totals for the checking of a specific skill targeted exercise may be given.
- Students are given time to reflect on and correct any mistakes.

The nature and impact of different forms of marking and feedback can vary significantly between different subjects dependent on the unique discipline and tradition of each one. Teachers will use their professional judgment to decide which method is most effective to engage students to act on their next steps.

5. Make it Better (MIB time)

- When a teacher has assessed a piece of work there is designated 'Make it Better' (MIB) time in lesson. MIB time gives students the opportunity to respond to any feedback and improve their learning and subsequent pieces of work.
- There will be a variety of outcomes that reflect MIB activities planned by the teacher.

- MIB work will be labelled as such in exercise books.

6. Guidance for Curriculum Leaders

Each curriculum leader will outline a feedback and marking policy for their team best suited to maximise learning in their subject discipline. This will be agreed with the Headteacher. This policy will then be implemented and monitored by the subject leader and senior leader responsible for line management.

- Curriculum leaders must ensure that schemes of work clearly identify a number of activities where teachers will provide students with specific task related feedback. The scheme must also identify MIB opportunities where next steps can be acted on.
- It is the responsibility of curriculum and subject leaders to monitor the implementation of their marking protocols, both in terms of frequency and quality.
- Effective feedback should be readily evident when talking to pupils and looking in books for patterns of errors, correction, improvement and development.
- Pupils' responses to feedback should be seen in green pen.
- Whole class feedback will focus on assessing trends in areas for improvement, informing teachers' planning. This feedback will also note those deserving of reward and those needing greater support in lessons. Written marking by teachers will be in a contrasting colour.
- For summative assessments there will be an indicative mark, band (KS3) or grade (KS4) to ensure students understand how they are progressing relative to target grade/band.
- All summative assessments will be standardised within departments.
- The leadership team will undertake work scrutiny to consider whether the policy is being effectively implemented, with action taken to support areas of less effective practice.