

SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Marking and Feedback Policy

Lead Senior Leader: Dr Ben Parsons, Assistant Headteacher

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Next Review: March 2023

Governor Review: Curriculum

Introduction

The aim of feedback is to promote student progress. Evidence suggests more marking does not lead to more progress and the principal aim at Sir William Borlase's Grammar School is to promote quality over quantity of marking and feedback.

Marking is what is done to a **summative assessment**. This refers to making a judgement as to students' current level of attainment against a set of criteria. This may be a test score or grade (e.g. 1-9 or 76%).

Feedback should be **formative**. That is to say that it refers to the recognition of success and progression in students' work and includes advice to further secure improvement. Effective feedback must be **“meaningful, manageable and motivating”** (The Education Endowment Foundation, 2021) and allow for students to make progress and move towards self-regulation. This is a key part of what it means to be a Borlase Learner. At Sir William Borlase's Grammar School we recognise the value of a variety of feedback methods. Formative feedback can be given alongside a summative mark or it can be given following a non-summative piece of work.

Many student and teacher practices relating to marking and feedback that were introduced during the period of online learning during the Covid-19 pandemic have proved to have a positive effect on both student progress and the manageability of teacher workload and have therefore been retained as we have moved back to regular classroom education. Sir William Borlase's Grammar School recognises that while traditional modes of making notes and completing assessed work are still relevant, students now make far more systemic, organised use of Google Docs and Google Classroom to make and organise notes, submit classwork and homework, engage in peer assessment, complete tests and assessments and receive teacher feedback. Enhanced use of technology means that this feedback can be written, added as a 'comment' to an electronic document or take the form of voice or video recordings.

Evidence-based research (The Education Endowment Foundation (EEF) 2021) shows that the following principles underpin the most efficient and effective feedback:

- Lay the foundations for effective feedback: before providing feedback teachers should provide high-quality instruction, modelling of processes and discussion of models, think-pair-share opportunities, and clear learning intentions. They should also consider the type of learning involved: core concepts, threshold knowledge or skill, troublesome knowledge or skill. The task should be designed with effective feedback in mind.
- Deliver appropriately-timed feedback that focuses on moving learning forward, targeting specific learning gaps that emerge
- Plan for how pupils will receive and use feedback: discuss the purpose of feedback, model the use of feedback and ensure all students understand it.

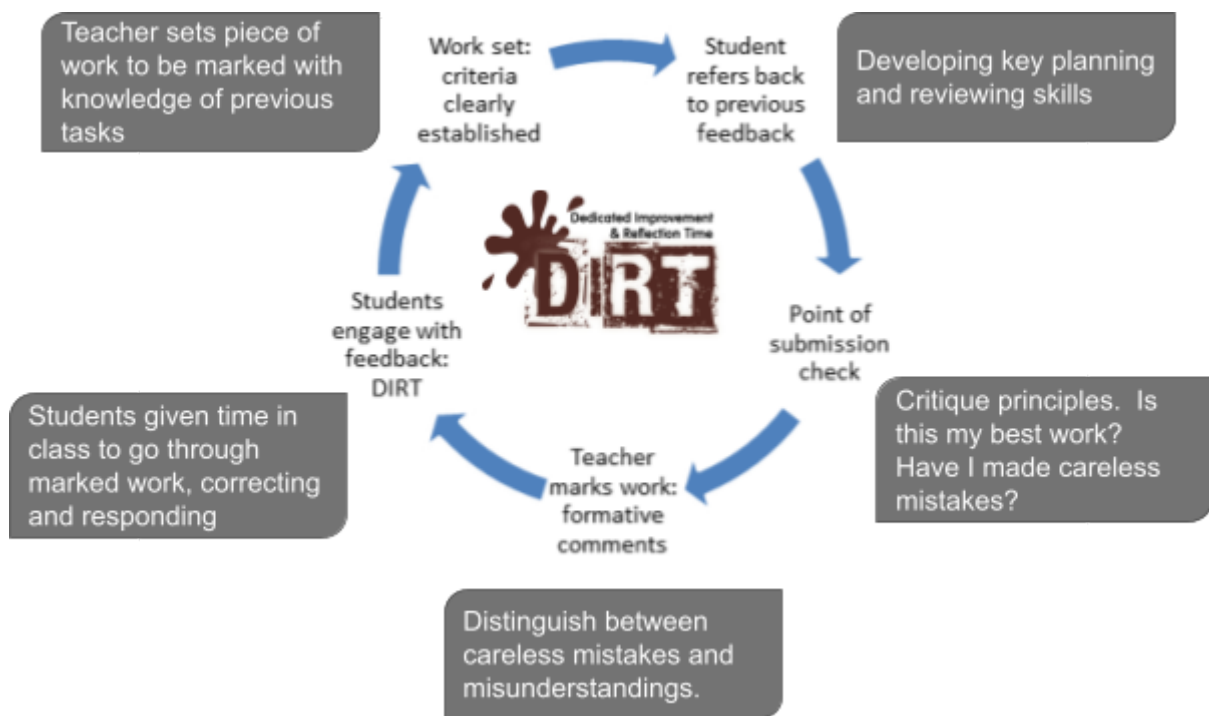
The EEF Report recommends the following methods for giving clear feedback

- Carefully consider how to use purposeful, and time-efficient, written feedback.
 - For example, pre-emptive pupil comments before teacher feeds back, live marking strategies, coded feedback, whole-class feedback (including using models) for

common gaps and misconceptions. Google docs and Google Classroom also offers a number of tools to support written feedback and manage teacher workload

- Carefully consider how to use purposeful verbal feedback
 - For example, targeting verbal feedback at the learning intentions (eg using a checklist or models), students noting down verbal feedback, verbal feedback using a visualiser, use of video/audio tools (such as screencastify, kaizena)

For marked written work (including that produced via Google docs and audio/visual feedback), Sir William Borlase's Grammar School advocates using the DIRT principle for delivering feedback.



Managing teacher workload

Sir William Borlase's Grammar School is committed to monitoring and supporting staff to manage workload, including the time spent marking and providing feedback. In planning Department-based strategies, teachers consider the opportunity cost of giving effective feedback as the basis of planning (in particular, written feedback), relevant to subject and year-group.

Marking and feedback expectations

All teachers are expected to...

- Set each of their teaching groups¹ a minimum of one standardised summative assessment² per Orders data drop, and then:
 - provide to the student appropriate formative feedback on the assessment against clearly defined success criteria;
 - give the student time in class to respond to the formative feedback and ask follow-up questions;
 - enter the relevant mark or grade in a shared online markbook.
- Take in and provide formative feedback on a significant element of class or homework at least once per term for each teaching group, and then:
 - give the student time in class to respond to the formative feedback and ask follow-up questions;
 - indicate the completion of this requirement in the shared online markbook.

This does not mean that all student work has to be closely marked and formative feedback provided. Additional marking may be carried out by the students themselves, or by their peers.

All Heads of Department are expected to...

- Take responsibility for summative assessments in their department, specifically by:
 - sharing a clear schedule of summative assessments with their team;
 - ensuring that there are mark schemes available against which summative assessments can be marked;
 - leading moderation, where appropriate, to ensure consistency of marking;
 - co-ordinating the entry of marks or grades in a shared online markbook.
- Monitor the quality of formative feedback being given by their team by:
 - undertaking appropriate departmental reviews of marking and feedback, either through specific department book scrutinies or through a process of lesson drop-ins;
 - maintaining an up-to-date record of when students have received formal, formative feedback in the shared online markbook;
 - creating and maintaining a portfolio establishing core standards in formative feedback to aid as a reference and as a training resource for new staff.

¹ For 1 hour a week subjects these expectations cover a term, rather than a half term

² Standardised summative assessment means an assessment conducted by all relevant parallel groups in a cohort, that produces a mark or grade against an agreed mark scheme

Appendix 1: Departmental Marking and Feedback Policies

Departments will apply the most appropriate feedback methods that best support the task, student or class. Each department at Sir William Borlase's Grammar School will have a policy on marking and feedback that reflects the school's overall approach set out above but which recognises the particularities and specificities of different subjects. The framework below serves as a template for these departmental policies.

Department:	
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In setting out your policy it may be helpful to consider the following definitions:

Summative Assessment is defined as assessment or testing against a specific set of criteria that produces a mark or a grade; that is to say testing.

Formative feedback is the process of giving explicit guidance on how to improve and develop learning, either in terms of knowledge, skills or competencies. It can be given in response to summative or non-summative tasks.

Non-formative marking is defined as marking that does not specifically provide a student with guidance on how to improve learning, but rather which seeks (for example) to improve presentation or to acknowledge completeness.

Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn, and to what standard.

Summative Assessment (testing) Feedback Policy			
	KS3	KS4	KS5
Frequency of summative assessments	<i>How frequently do students sit summative assessments (tests)?</i>		
Formative feedback policy following summative assessments	<i>Describe the department's policy on giving formative feedback following summative assessment, giving examples of good practice.</i>		
Formative Feedback policy (written)			
	KS3	KS4	KS5
Frequency of formative feedback	<i>How frequently do students receive written formative feedback on class or homework tasks?</i>		
Formative feedback policy	<i>Describe the department's policy on giving written formative feedback to students on class or homework tasks, giving examples of good practice.</i>		
Formative Feedback policy (verbal)			
	KS3	KS4	KS5
Verbal formative feedback policy	<i>Describe the department's policy on giving verbal formative feedback to students on class or homework tasks, giving examples of good practice.</i>		
Non-formative marking			
<i>How frequently do students receive written feedback on class or homework tasks?</i>			
	KS3	KS4	KS5
Frequency of non-formative marking	<i>How frequently is non-formative marking undertaken?</i>		
Non-formative marking policy	<i>Describe the department's policy on giving non-formative feedback to students on class or homework tasks, giving examples of good practice.</i>		
Departmental student work scrutiny			
<i>Heads of Department/Subject leads should make plans to use work scrutiny formatively in order to monitor the standard</i>			

of student work, the level of consistency across the department, alignment with school/department marking policy and as a means of sharing effective, efficient practice.