

SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Marking and Feedback Policy

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Governor Review: ACL&P

1. 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.

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:

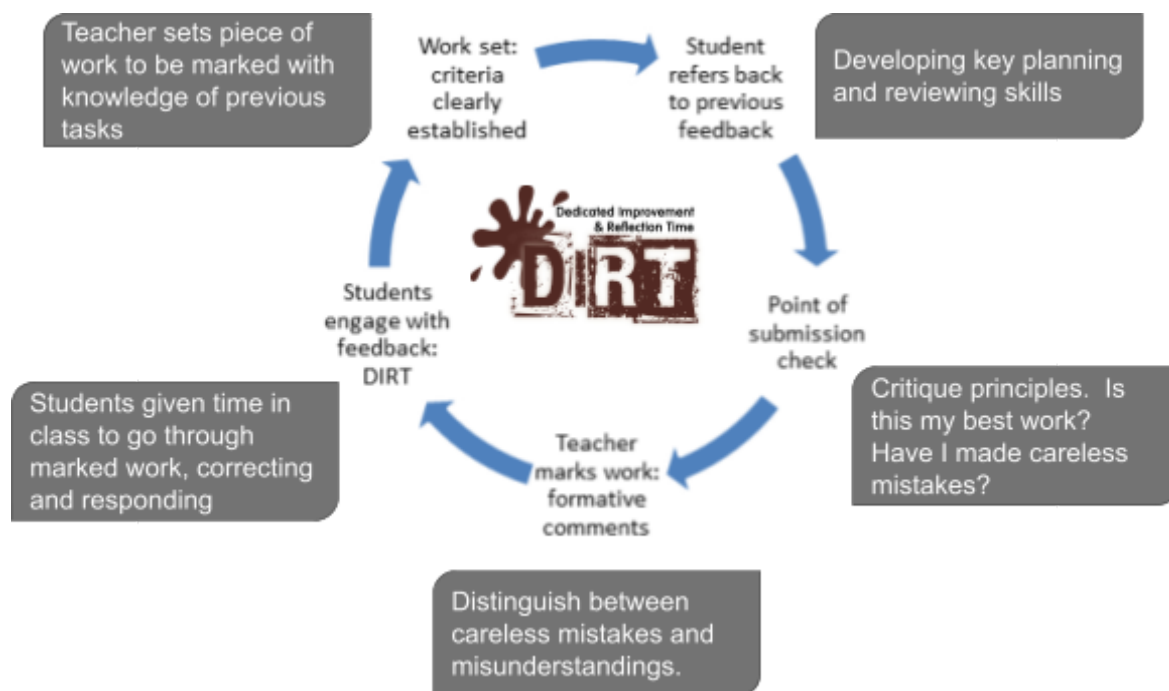
- Lay the foundations for effective feedback: before providing feedback teachers should provide high-quality instruction, modelling of processes and discussion of models, think-pair-share opportunities, and clear learning intentions. They should also consider the type of learning involved: core concepts, 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.

2. 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 (DIRT);
 - 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.
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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

3. Response to Developments in Generative Artificial Intelligence on Assessment

Generative AI offers many opportunities for teachers and students however teachers need to be aware when setting assessments which are done independently that students may use generative AI to complete or assist these tasks. **Therefore it is important to consider for each assessment what is being assessed and the purpose of the assessment.**

We would expect HODS and teachers to ensure that students are able to produce evidence for assessments that is their own work, either by being produced in class under supervised conditions and hand written or with a portfolio of drafts which demonstrate their ability to analyse and think over time.

Statement from DfE

Workload - statement from DfE

When used appropriately technology has the potential to reduce workload and free up teachers' time. We recognise that teacher workload is an important issue and are committed to helping teachers spend less time on non-pupil facing activities, including through use of generative AI. The Department is convening experts to work with the education sector to share and identify best practice and opportunities to improve education and reduce workload using generative AI. It is important to be aware of the data privacy implications when using generative AI tools. Personal and sensitive data must be protected and therefore must not be entered into generative AI tools. 5 Generative AI tools can produce unreliable information, therefore any content produced requires professional judgement to check appropriateness and accuracy. Generative AI returns results based on the dataset it has been trained on. In many cases, a given tool will not have been trained on the English curriculum. It is important not to assume that AI output will necessarily be comparable with a human-designed resource that has been developed in the context of our curriculum. Whatever tools or resources are used in the production of administrative plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produces it and the organisation they belong to. Schools and colleges may wish to review homework policies, to consider the approach to homework and other forms of unsupervised study as necessary to account for the availability of generative AI.

Summative Assessment/NEA - statement from DfE

Schools, colleges and universities, as well as awarding organisations need to continue to take reasonable steps where applicable to prevent malpractice, including malpractice involving use of generative AI. There are already strict rules in place, set by exam boards, to ensure pupils' work is their own. Although generative AI technologies can produce fluent and convincing responses to user prompts, the content produced can be factually inaccurate. Students need foundational knowledge and skills to discern and judge the accuracy and appropriateness of information, so a knowledge-rich curriculum, is therefore all the more important. It's vital that our system of assessment can fairly and robustly assess the skills and knowledge of those being examined. The [Joint Council for Qualifications have published guidance for teachers and exam centres on protecting the integrity of qualifications in the context of generative AI use.](#) This guidance includes information on what counts as AI misuse and the requirements for teachers and exam centres to help prevent and detect malpractice

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</i>		

	<i>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 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.</i>			