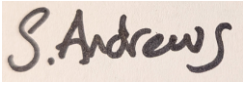




# Forge Valley School

## EFFECTIVE FEEDBACK AND MARKING POLICY

<b>Date of issue:</b>	November 2022
<b>Member of Staff Responsible:</b>	Assistant Headteachers, Anna Hart and Anna Hughes
<b>Ratified on:</b>	September 2024
<b>Ratified by:</b>	Full Governing Body:   Mr S Andrews                      Ms N Marsden Co-Chair of Governors      Co-Chair of Governors
<b>Review Date:</b>	September 2025



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG  
Tel: 0114 267 1414 Email: [enquiries@taptonttrust.org.uk](mailto:enquiries@taptonttrust.org.uk) Web: [www.taptonttrust.org.uk](http://www.taptonttrust.org.uk)

Charitable Limited Company Registration Number: 07697171.  
Registered office: England and Wales. VAT Number: 134392225.

Version	Section	Amendments	Date	Authors
November 2022	3	<ol style="list-style-type: none"> <li>1. Added bullet point 3</li> <li>2. Rephrased bullet point 6</li> <li>3. Removed: <i>Detailed written feedback should only be completed in response to 25% of the work students produce. We follow this process:</i></li> <li>4. <i>Added section 6 – Whole Class Feedback proforma used across the school</i></li> </ol>	9/9/24	Anna Hughes

**Contents**

1. **Effective Feedback for Impact** ..... 3

2. **Rationale**..... 3

3. **Key Expectations** ..... 3

4. **Literacy Codes:**..... 4

5. **Whole Literacy Framework** ..... 5

*We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

## **1. Effective Feedback for Impact**

## **2. Rationale**

The aim of this policy is to establish a consistent approach to feedback across the school, whilst catering for different subjects and age ranges. Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding. Research shows that the best form of feedback to enable student progress is in fact verbal feedback and lengthy responses from teachers often go unread. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. All this remains true and has been further supported by the 2021 report from the Education Endowment Foundation entitled ‘Teacher Feedback to Improve Pupil Learning’ which suggests that teachers should ‘carefully consider how to use purposeful, and time efficient, written feedback’. The report was also clear to point out that although all forms of feedback are at a low cost to the school but has high impact in terms of progress for pupils that in fact, verbal feedback has a higher impact than that of written. This has helped us to further refine our marking and feedback principles so students understand the next steps they need to take in their learning and address teacher workload.

## **3. Key Expectations**

- › We see marking as planning. Assessment informs us of our impact and our next steps.
- › Timely feedback is provided to all assessments on the calendar (written and oral).
- › Staff are encouraged to use the ‘whole class feedback’ proforma when providing feedback to pupils so that next steps are clear and that pupils understand what excellence looks like.
- › We do not mark books unless we are clear of its importance and impact on student progress.
- › We never mark books due to a feeling of SLT compliance or parental expectations.
- › Routinely teachers should not be marking books outside of the classroom. Instead we engage in classroom dialogue, live marking and whole class feedback. Feedback is inherently built into our lessons.
- › Focused written feedback and marking acknowledges students’ current levels of achievement and should help them take the next steps in their learning (e.g. WWW and EBI)
- › Wherever possible code marking and whole class feedback, particularly that which involves verbal feedback are advised.
- › Staff allow students the time and opportunity to respond to formative written feedback and take the next steps in their learning.
- › Students are involved in marking and checking their work using green pen – feedback should involve more work for the student than the teacher. There is autonomy here for Middle Leaders to decide whether any reflections should be visible (green pen) or invisible (improvements simply added following feedback).
- › Marking assessed work is recorded (by the teacher) and moderated across the department (as appropriate)
- › Marking includes a mixture of marks and levels/grades, written and verbal feedback

The whole school codes displayed below will be used to indicate achievement and literacy mistakes and errors. Subject areas may also use additional subject specific codes which will be shared with pupils.

#### 4. Literacy Codes:

<b>S</b> Spelling mistake	<b>P</b> Punctuation mistake
<b>C</b> Capital letter needed	<b>?</b> Doesn't make sense
<b>//</b> New paragraph needed	<b>NAS</b> Not a sentence
<b>T</b> Tense is wrong	<b>^</b> Missing word

The whole school literacy framework will be used when extended writing tasks are set in lessons, assessments or in homework tasks. This will be guidance for pupils on what they are currently achieving in literacy and what they will need to focus on in order to move to the next level.

## 5. Whole Literacy Framework

	<b>Capital Letters</b>	<b>Punctuation/Notation</b>	<b>Spelling</b>	<b>Paragraphs and Connectives</b>	<b>Use of sentences</b>
<b>Mastering literacy skills</b>	Consistent use of accurate capital letters.	Consistent, accurate range of more ambitious punctuation/ notation is being used (and for effect if appropriate) throughout e.g. . , ; : - ( ) !	Consistently accurate spelling the vast majority of the time. All subject specific vocabulary is correct.	Consistent, accurate use of paragraphs create a cohesive piece of writing (may be used for effect, if appropriate). Use of connectives and discourse markers are seamless.	Consistent use of complex, compound and simple sentences. Confidence and competence is shown in their use.
<b>Securing literacy skills</b>	Regular use of correctly placed capital letters with infrequent mistakes.	Regular, accurate use of a variety of simple punctuation/ notation throughout e.g. . , ! : ;	Spelling is correct on a regular basis; there may be a few complex, irregular words spelt incorrectly. Developing accuracy in the spelling of subject specific vocabulary.	Regular, clear evidence of paragraphs. Regular use of connectives and discourse markers if relevant.	Regular and accurate use of simple sentences and a developing use of compound and complex sentences.
<b>Developing literacy skills</b>	Some controlled use of capital letters in the most obvious correct places (mainly at the start of sentences).	Some controlled use of full stops and commas.	Some simple, everyday words are spelt correctly.	Some evidence of separating ideas with paragraphs.	Some evidence of using simple sentences.

6. Whole Class Feedback

Whole Class Feedback



Assessment

Date:

<p>Excellence is:</p>	<p>Excellence is:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Misconceptions / missed opportunities:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>SPaG</p>	<p>My target:</p>
	<p>Feedforward question</p>