



**ST. ANNE'S**  
R.C. VOLUNTARY ACADEMY

**Marking and Feedback  
Policy  
2020-2021**

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## Marking and Feedback

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### Rationale and Purpose

*'Effective Feedback should be seen as more than simply a tool for assessing students' work, but instead one of the most widely agreed features of effective learning. But there is an enigma: while feedback is among the most powerful enablers to learning, its effects are among the most variable'* (Hattie 2012). This is supported by the Sutton Trust Toolkit from the Education Endowment Foundation that lists 'Feedback' as having +8 impact on student progress (see <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>)

The aim of this policy is to reduce variability and establish a consistent approach to the way in which work is marked and fed back across the school.

### Expectations

Students should be given feedback whenever **formal assessment** takes place. As part of the St Anne's curriculum, students will complete:

- Two Multiple Choice Question (MCQ) formative assessments per half term to assess **knowledge**. These can be self, or peer marked and **do not require formal feedback** to the students but should be analysed to inform future teacher planning.
- One formative assessment\* per half term that assesses **skills and knowledge** as appropriate in each department (essay, practical etc.). This is marked by the teacher and **formal feedback given in line with this policy**.
- One summative assessment\* per unit of work (this could be half termly or termly depending on the subject specific needs/scheme of work). This is marked by the teacher and **formal feedback given in line with this policy**.

*\*Please refer to the Assessment and Reporting Policy for clarity on formative and summative assessment data protocols and 'data drop' windows.*

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## General Principals

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There is **no expectation** that ALL work in student books will be marked. It is well reported from extensive research that 'back dated' marking and 'acknowledgement marking' has little impact on students' progress and has a detrimental impact on teacher workload. The Education Endowment Foundation's 'A Marked Improvement: A review of the evidence on written marking' report states:

*'Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.'*

### Expectations:

- Marking needs to provide relevant and timely feedback – better to give feedback for one question by next lesson than every question by next month.
- Student books must be well presented to show that the students take a pride in their work.

- All assessments with formal feedback must be marked for literacy ensuring spelling errors, especially subject specific terminology, are corrected. This may be done using literacy marking codes:

Marking for Literacy Codes		
Code	Meaning	Action
SP	There is a spelling error	Please re-write the word with the correct spelling x 3
G	There is a grammatical error	Identify the error and re-write the sentence so that it is grammatically correct
P	There is a punctuation error	Please insert the correct punctuation Aa ! “ ” ( ) : ; ’ ? , . . . .
W	You have used a word incorrectly	Please correct the error with the correct word
??	Your expression is unclear	Please re-write the sentence considering how you can make your point clearer

- Teachers will ensure that reasonable adjustments are made in line with the SEND Code of Practice and Equality Act 2010. Students who have identified specific needs must be able to both access the Independent Study and in-class tasks and be challenged by them in line with their level of ability.

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### *Whole class feedback sheets*

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All formal feedback to formal assessments will be given via **whole class feedback sheets** (WCFS\*). Each department should establish a common format for their WCFS that are then used consistently by all teachers in the department. These should include the following 4 sections:

- a student praise section
- a what went well (WWW) section
- a what needs to be improved (‘actions’) section
- a model or WAGOLL (‘What A Good One Looks Like’) section.

Teachers complete the WCFS as they mark students’ work and link their feedback instructions to corresponding numbered actions in each student book. The WCFS is then printed on coloured paper which students will stick into books during Make A Difference (MAD) time.

*\*Please refer to Appendix 1 for an example of a WCFS*

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### *Make A Difference (MAD) time*

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- Teachers share the WCFS with students in the MAD time lesson and go through the feedback as appropriate within their subject areas.

- As part of St Anne's expected equipment, students are required to bring a green pen to respond to teacher' feedback and to peer-assess and self-assess their work.

### **Modelling and WAGOLs (What A Good One Looks Like)**

- Teachers may share 1 or 2 models to exemplify their feedback. This can be done through sharing student examples, live modelling (using visualisers) or worked examples.

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#### *Monitoring*

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Implementation of this policy will be regularly monitored by Heads of department, TLR holders and the senior leadership team. This will be via Quality Assurance activities such as climate walks, book looks, lesson observations and student voice activities. It is expected that the quality of marking and feedback be taken into consideration when making any judgements on the overall quality of teaching and learning.

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#### *Parent/Carer support*

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Students will need to work more independently as they move closer to their GCSE exams and parent/carers input is vitally important in helping them to do well:

- Provide a quiet environment and necessary equipment.
- Have a regular independent study routine.
- Praise effort, rather than achievement.
- Show an interest, for example offer to proof read any work before submission or review teacher feedback and ask the student to explain their follow up actions.
- Use the Knowledge Organisers to test student's subject knowledge.
- Contact school if you/your child has any barriers to accessing Independent Study

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#### *Marking Safety and Covid 19*

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The transmission of coronavirus is not from touch, it is from touching an infected surface then touching your face, eyes, mouth or nose. Good hand hygiene from pupils sanitising when they enter classrooms and teachers doing the same, then not touching their face will likely reduce risks of infection. Sanitising equipment is available in every classroom for both staff and pupils to utilise; good hand hygiene must be adhered to before touching equipment and resources.

When handing out resources and equipment in a lesson, this should predominantly be led by pupils with staff distancing themselves by 2m.

## Appendix 1: Example of a Whole class feedback sheet

These can be adapted to meet the needs of each subject area but should be a consistent format within each subject.

St Anne's English Department: WHOLE CLASS FEEDBACK GCSE LANGUAGE PAPER 2 QUESTION 5	
<b>Class strengths</b>	
<p>Maddie- very effective opening            Emma- excellent links between paragraphs            Diana- sophisticated style            Will- creative and original with excellent vocabulary</p>	
<p>What Went Well (WWW):</p> <ul style="list-style-type: none"> <li>A) Effective use of Rhetorical questions</li> <li>B) Sophisticated vocabulary and style</li> <li>C) Engaging opening paragraph as a whole</li> <li>D) Effective dash sentence</li> <li>E) Good links between paragraphs</li> </ul> <p>Actions for improvement:</p> <ol style="list-style-type: none"> <li>1) Introduction is too similar to mine. Re-write it. You can use my techniques and sentence structures, but the ideas must be your own</li> <li>2) Punctuation needs to be more varied include; : ( ) -</li> <li>3) Use the orange and green sheets to upgrade your phrasing</li> <li>4) Improve the vocabulary you use. Write an additional few sentences in which you use a thesaurus to improve your vocabulary</li> <li>5) You did not use one of the 3 effective openers. Re-write your opening using this.</li> <li>6) Experiment with the structure of your writing, think about one line paragraphs for effects, repeating an idea at the end of each paragraph etc. Think back to paper 1 last year</li> <li>7) Muddled ideas- more clarity needed. Re-write a section to ensure you are clearly developing one of the ideas</li> <li>8) Experiment with the structure of your writing, think about one line paragraphs for effects, repeating an idea at the end of each paragraph etc. Think back to paper 1 last year</li> </ol>	
<b>WAGOLLS</b>	
**INSERT IMAGES OR SHARE VIA VISUALISER	