



**Chipping Sodbury School**

**FEEDBACK MARKING AND ASSESSMENT POLICY**

Key document details

**Statutory Policy**

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## Rationale

At Chipping Sodbury School feedback is one of the most important things that teachers can do to support and stretch students in their learning. At its core, detailed feedback helps provide students with differentiated support to help close gaps in learning. Feedback shows students that their work is valued and communicates high expectations which can then be shared with parents. Good quality feedback helps to develop a growth mindset which can be applied to all learning.

Summative assessment also provides feedback to the student. It helps to identify learning deficits, students who are under or over achieving and encourages teachers to reflect on and evaluate their own practice.

Summative assessment data helps to provide essential information for students, parents and leaders of learning. Student reflection on summative assessment, when linked to success criteria or mark schemes, is a valuable activity enabling progress.

## Aims

- For all students, where possible, to receive formative feedback which supports their on-going progress and informs planning (short and long term)
- For students to receive feedback on their literacy (written and oral) in all subjects (according to the literacy marking codes)
- For students to have opportunities to respond directly to feedback
- For students to receive summative data which provides them with accurate assessment of their attainment
- For students to understand relevant mark schemes, success criteria and expectations
- For students to take pride in their work, including its presentation
- For teachers to contribute to appropriate and systematic tracking of student performance
- For teachers to provide essential evidence for departmental and whole school self-evaluation and improvement
- For workload to be manageable for teachers

## General Guidelines

Feedback is at the heart of teaching and learning. There are five types of feedback a student could receive:

1. **Verbal feedback:** this is the basis of the conversations between a student and teacher about how to make progress. It is a valid and useful method for improving students work but most effective when students record key points made by the teacher in order to later reflect on their progress. This has immediate impact and enables students to make progress within a lesson more effectively.

2. **Peer marking or self-marking:** where students either reflect on their own learning or that of another student's in order to help them improve. This type of marking is only successful when students know and understand the success criteria/mark scheme being used.

3. **Teacher feedback:** to checking understanding, literacy and progress. Teacher feedback should show students how to make progress either by offering them “**Next Steps**” or by asking them a question to help clarify a learning point. Next Steps should be easily identifiable with a sticker (where possible) and either hand written or pre-printed. The improvement should be open-ended enough to enable students to respond in a meaningful way. Teacher feedback could be offered on work completed in class or at home. DIRT [Dedicated Improvement and Reflection Time] time should be used to allow students to make progress through responding to this feedback, including feedback on literacy. DIRT [Dedicated Improvement and Reflection Time] activities may be completed for homework. This work can be completed in green pen, where appropriate, to allow the students to easily identify areas where they have made progress. For practical subjects and/or pieces of work this will be evidenced appropriately for the medium.

4. **Teacher assessment:** summative assessment will give the teacher and student a level/mark/grade against which their progress can be assessed. The frequency of summative assessment will vary between departments and key stages.

5. **Teacher acknowledgement marking:** to simply show that the teacher has seen the work. Work may be very lightly marked, either with a tick or a date or a set of initials. This marking is used to inform teachers of student progress and understanding. Types of work where it will be used: notes, summaries and mind maps. It is not necessary or useful to acknowledge all work.

At Chipping Sodbury School we expect marking to be meaningful, timely and focused on progress. We are primarily concerned with typicality and ensuring that our marking and feedback encourages students to make sustained progress over time. Typically, KS3 and 4 students will receive feedback from their teachers every four to five hours of learning. Students are expected to respond to this feedback. Where appropriate, teachers will comment on this DIRT [Dedicated Improvement and Reflection Time] work. Typically, a KS5 student will receive at least one piece of feedback per cycle (9 hours).