

# The Leigh Academy

## Feedback (Marking) Policy 2017-18



### **Rationale**

This policy seeks to establish common expectations of feedback to students across the Academy to ensure a consistent approach that is understood by staff, students and parents. It aims to give effective feedback to students on their progress and the areas they need to focus on to improve. It also seeks to establish a common approach to student reflection and ensure dialogue between staff and students is recorded.

The use of a central system is essential to ensure consistency across the Academy. Every teacher should follow the policy when giving feedback to students.

### **What is Feedback?**

It is information relating to the task, or to the process, that helps move students on in their learning.

(Paraphrased from James Nottingham : Challenging Learning 2010)

It is about giving students the information they need in order to close a gap in their learning, thus enabling them to make progress.

### **What types of feedback do we use at The Leigh ?**

- Marking for literacy and common errors.
- Peer-Assessment
- Self-Assessment
- Verbal feedback
- WWW/EBI
- Student reflection and response (DIRT)

### **When should feedback take place?**

The most effective feedback is that which a student receives whilst they are still working on a specific task, or as soon after as possible. This enables the student to act on advice, and learn from it, immediately.

### **Peer- and Self-Assessment**

Can be specifically built into points during a lesson.

Can take place both whilst a student is in the process of producing a piece of work and when they have 'completed' it.

Should be part of everyday classroom practice.

### **Marking for literacy and common errors**

Usually takes place after a lesson has ended.

If time is built into a lesson to allow students/ peers to mark correct/ incorrect answers, this can reduce the amount of time spent on it after a lesson.

Walking around with a green pen will enable you to mark the work of those students you have dialogue with whilst you are with them.

### **Verbal Feedback**

Ongoing throughout a lesson as teachers and Learning Support Assistants are circulating the classroom and working with specific groups or individual students.

Should be recorded.

### **WWW/EBI**

This can happen both in lesson time and after lessons.

Should comment specifically on content and skills shown and should highlight at least one element of the student's work that has shown strength, and one area that could be improved.

### **Student reflection/ Directed Improvement and Response Time (DIRT)**

Should be given specific time in lessons to be completed.

Is student led and should show both reflection and improvement in the work previously completed.

Students should receive feedback on their work at least once every two weeks, this can be verbal feedback (recorded), self/peer assessment, written feedback, test results using Apps/google classroom/Show my Homework (results should be printed and stored in teaching files). Students should show they have reflected and tried to improve on self/peer/your assessment and suggestions at least once every two weeks, their comments should be in purple pen or in the purple speech bubble stamp. Teacher comments should always be in green, with teachers initials and the date.

## **1.Setting Expectations**

Every student should be aware of their end of year target and end of Key Stage target for every subject they study. These should be on the front of their exercise books along with a record of their module marks. All Learning Areas should have a sticker on the front of every student's exercise book. These stickers are uniform across the Academy.

In line with the expectations of The Academy all lessons should have one learning objective which sets the big picture and outlines what the lesson will be about. The learning outcomes could be differentiated and must be linked to the level/grade criteria specific to the subject being studied. Learning outcomes should be subject specific and will usually include Blooms skills vocabulary. Effective differentiated outcomes identify a

short term, measurable step within a designated period of time that is moving towards achieving a long term goal. Students should have a record in their books of what the lesson objective was and the outcomes they are working towards.

## **2. Marking for literacy and common errors -**

S and _____	Spelling incorrect
0	Capital Letter missing
P and _____	Punctuation missing
^	Missing word or phrase
^/^/^/^/^ under the word or phrase	Does not make sense

A maximum of three literacy mistakes should be identified for each piece of work, corrections should be completed in DIRT.

## **3. Areas of Strength and Areas to Improve -**

What Went Well - WWW - Highlight at least one thing that has been done well, be specific and focus on the work and how it has shown progress.

Even Better If - EBI - Make a suggestion based on what they need to do to make progress, it should be a specific and link to subject criteria or skills, linked to the assessment objectives, or correcting a pattern of mistakes. It should allow the student to reflect and make an improvement to show they have made progress.

AVOID comments based purely on effort, presentation, attitude - while useful at times they need to be in addition to the above requirements and DIRT.

## **4. Verbal Feedback**

If you give verbal feedback on a piece of work, or give a student specific advice about how to improve please make a note in the margin (where you gave the feedback/advice) eg VF - adjectives, plus the date. LSAs should be encouraged to record where they have given verbal feedback to students.

## **5. Directed Improvement and Response Time - DIRT**

All student responses to teacher comments should be in purple pen and/or within the purple speech bubble stamp. Every time students are given books back after marking they should be allowed time to review their previous piece of work in order to make any corrections and act on EBI. DIRT time should be included in our planning.

DIRT can also be used to give verbal feedback to individuals or groups of students. If a student has no suggestions for improvements they should be given an additional extension task to complete in the time.

When the books are next marked the teacher should go back and initial and date the student improvements/reflections to check they have been done. If this has not been done a post it note reminding the student and a verbal reminder should be given to the students.

### **6. Use of Apps and iPad feedback**

Using Apps such as Socrative and Kahoot is an effective way to carry out assessment and gain instant feedback for you and your students. If you use these Apps please ensure students make a note of the test title, the date it was taken and their score. Teachers should keep a copy of the results print out in their teaching files.

### **Planning for Marking**

All staff should complete a feedback timetable, making it clear when feedback will be marked and which type will be used. The timetable should be kept in the teaching file. Every module a sample of exercise books and your teaching file will be moderated in designated Learning Area moderation time on Wednesday afternoons.