



Marking & Feedback Policy

Aim

The aim of this policy is to ensure a consistent approach to marking and feedback across Samuel Whitbread Academy (SWA) that enables all teaching staff to plan and evaluate their teaching effectively; supports our assessment policy and data collections and, allows all students to understand, reflect and improve on their learning.

This document will offer guidelines and procedures to ensure that marking and feedback is at the heart of all that we do. The policy should be read alongside our Assessment Policy.

Definition of terms

Marking

In this policy, the term 'marking' is based on the Black & William (1998) definition:

"Marking refers to all those activities undertaken by teachers and by their students."

Feedback

In this policy, the term 'feedback' is defined as practices that empower the student to reflect on and improve their own learning strategies, knowledge and understanding. This includes written and verbal feedback from teachers or their peers, as well as reflection activities that lead to self-feedback.

Mistakes

In this policy, the term 'mistake(s)' is defined as something a student can usually demonstrate. These are marked as incorrect but corrected by the teacher. This may include common SPAG mistakes.

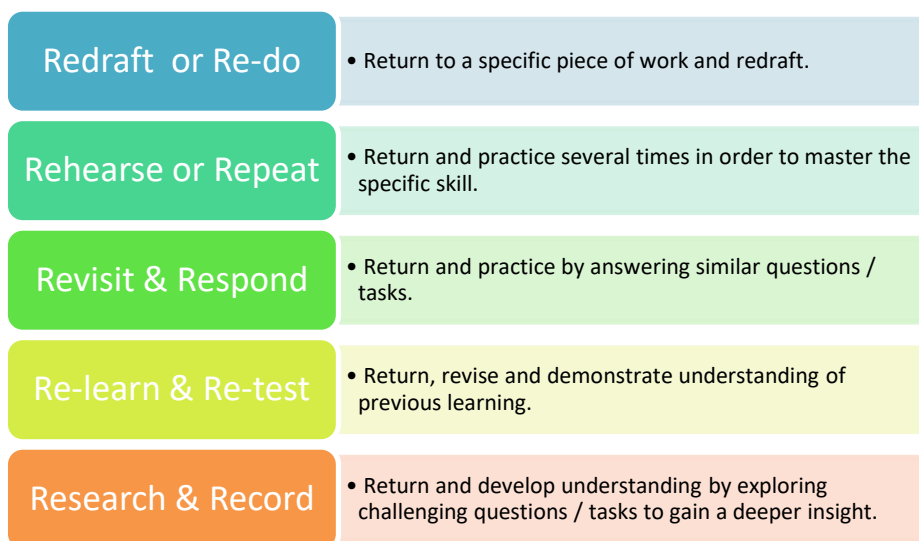
Errors

In this policy, the term 'error(s)' is defined as something not yet mastered or misunderstood. These are marked as incorrect but corrected by the student as part of our feedback process.

Marking & Feedback at SWA

1. Marking & feedback should promote learning for all students. Therefore, it should have a specific purpose and this should be transparent for the student, ensuring they know precisely **what** they need to improve and **how**.
2. Marking & feedback (written, verbal, self or peer) should be explicitly present in all schemes of work and calendared throughout the academic year, considering the workload of teachers and the reporting cycle.
3. Marking & feedback should be of high quality and designed around the following questions to ensure it is effective:
 - a. What knowledge / skill do I need the student to improve to ensure the greatest learning progress?
 - b. What would be the best way to feedback this information?
 - c. Using my chosen feedback method, how will the student demonstrate they have understood what I want them to do and ultimately improve?

4. Marking & feedback should be impactful. Therefore, planned opportunities to **respond** and **act** on feedback must be built in to curriculum planning and follow one of the following pathways:



5. Marking & feedback is not provided in an identical way across the curriculum. HODs are responsible for devising feedback methods pertinent to their areas, that suit the nature of their subject and support student progress and attainment.
6. Marking & feedback department expectations are published on our website and will be consistently applied by each member of a department.
7. Marking & feedback clearly separates 'mistakes' from 'errors' and allows students to prioritise key elements of their learning.
8. Marking & feedback is not 'tick and flick', however teachers are free to do this in addition to formalised feedback should they wish.
9. For summative assessments the academy responds using WWW/EBI comments.
10. The monitoring of marking & feedback practices and the sharing of best practice will be undertaken by the Senior Team alongside Heads of Department.

Monitoring and Evaluating

Monitoring and evaluating the Assessment Policy will be carried out at several levels.

- Senior Leadership Team
- Heads of Department & subject leaders
- Governors

Implementation and Review

This policy will be circulated to all Academy staff and published on the Academy websites for parent/carers information. The policy will be reviewed two yearly.

Author and Date

Vice Principal - Teaching & Learning - Charlotte Linehan (June 2021)
Reviewed CML - May 2023

Date ratified by Governors – May 2023
Next review date – May 2025