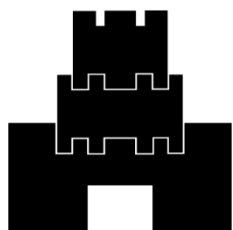


Reference:	Approved by:	Date:	Review:



Launceston College
A Multi Academy Trust

FEEDBACK AND MARKING POLICY

Updated on: 12th July 2018

Review by: DW

Reference:	Approved by:	Date:	Review:

Marking shall be defined as **written comments** in students' exercise books or folders.

This is distinct from feedback in the sense that **feedback can take a variety of forms** – discussion, peer assessment, verbal feedback, differentiated tasks, flight paths etc. **Effective marking will contain meaningful feedback.**

Principles and Expectations

Student's books/folders should be 'marked' with **written comments** from the teacher, **at least once every four weeks.**

Feedback of all types should occur in the course of teaching **on a daily and weekly basis** at the discretion of individual teachers and faculties. These types of feedback have been outlined in the document created by the Curriculum Committee.

Each Faculty will publish/review a document which adheres to these principles, outlining **specific guidance and expectations for their faculty.**
If effective marking and feedback takes place regularly, **students will progress more quickly.**

Marking is an essential part of professional practice and will be seen as key to establishing **professional accountability**, and a **lasting record** to which students can refer.

Teachers should not feel pressurised to provide any specific type or frequency of marking beyond the stipulated minimum, rather, **marking and feedback should be seen as a central part of their professional practice**, supporting student progress. If this is currently not fully the case, **teachers should be supported to change their practice.**

Teachers should be encouraged to see exercise books and folders as a snapshot of the progress their students make – they should **be seen by teachers and students as valued and precious documents.**

Time should be offered to students to **respond meaningfully** to feedback and marking.

Students have the right to receive acknowledgement work, and receive feedback to improve.

Marking and Feedback should be:

Meaningful

- It should support progress, which should be evident in subsequent work
- It should provide timely and developmental comments

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- Teachers should feel confident to provide genuine marking, within a four week maximum, when they feel it is most appropriate – marking should not be retrospective or ‘for show.’

Manageable

- Marking should not be excessive and should be part of an appropriate work life balance
- Marking and feedback should seek to demonstrate genuine progress over time, rather than demonstrate arbitrary processes or benchmarks.
- Teachers should follow their faculty policy on marking and feedback – there will be no mandated marking or feedback style.

Motivating

- Marking should show personal knowledge of the student
- Marking should seek to value the student, recognising their work and effort
- Marking and feedback should be linked to specific next steps

Teachers should be encouraged to see marking and feedback as central to their practice, and should seek to **prioritise this task, in order that students make the most effective progress.**

If marking and feedback feels unmanageable, teachers should **feel empowered** to consult with their line manager or faculty head in order to **adapt their practice or teaching style.**

Regular marking and effective feedback has **other broader positive effects:** planning and preparation is potentially reduced in complexity. Lessons can be very effectively differentiated. Relationships with students and a shared sense of value can be fostered and developed more effectively. Parents can see the value and care that teachers offer their children.

The **quality and impact** of marking and feedback should be **prized above sheer frequency.**

Proposed Actions

1. From September 2016, DW will chair a fortnightly book sampling meeting, initially inviting other ALT members. Five students, one from each Year group, will be sampled and reviewed on a Week A – time tbc.
2. From September 2016, DW will chair a fortnightly student feedback meeting, asking for their views and experiences of marking and feedback. Ten students, two from each Year group, will be interviewed on a week B – time tbc.

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The findings of these meetings will be collated by Gemma Bungay and fed back to line managers and faculty heads at least once per half term.

3. Developing marking and feedback practice should be offered as a Performance Management Target, either voluntarily or as directed by line managers.
4. Training time will be dedicated to exploring best practice and disseminating expectations.
5. Further research and collaborative thinking will be used to inform what best serves our students and staff.

Sources and further reading:

Eliminating unnecessary workload around marking –Report of the Independent Teacher Workload Review Group.

A Marked Improvement? A review of the evidence on written marking, Education Endowment Foundation, Oxford University, April 2016