

Title	Marking and Feedback Policy
Associated Policies	(none)

1. Rationale

Brooke Weston Academy uses formative assessment to try and improve the performance of students. Research conducted by the Education Endowment Foundation has shown that high-quality feedback has a significant impact on student progress, adding at least an extra eight months progress onto students' learning.

The positive and constructive advice teachers give in their comments is much more likely to evoke an improvement than a simple grade.

Feedback has an influence on the motivation and self-esteem of students. It helps students feel more confident in their learning and in their ability to learn. Similarly, it also enables personalised and professional dialogue between student and teacher.

Furthermore, by engaging with and responding to feedback, students will become more reflective learners.

2. Key Aims

- To raise standards and attainment by ensuring that students receive regular, focused feedback
- To interact with, motivate and encourage students, helping them to become independent learners
- To gain insight into each individual student's learning in order to inform subsequent teaching
- To enable teachers to track students' progress in order to provide support where necessary
- To ensure that students are given dedicated improvement and reflection time to respond and act on feedback
- To ensure consistent and personalised communication between student and teacher
- To ensure feedback is a collaborative process involving student and teacher

3. Marking Class Work

It is our policy that work should be marked at least **every three weeks**; providing feedback for improvement. Teachers should mark their students work **in line with their department's written feedback and assessment policy**.

All department policies should adhere to the whole school expectations around written feedback outlined below.

4. Marking Should Be

- Formative and linked to skills and/or criteria
- Personalised praise- give the **'how'** and the **'why'**
- Exemplified/scaffolded
- Frequent- **every 3 weeks**
- **Dedicated Improvement and Reflection Time** must be provided to achieve either verbal or written impact- "for assessment to be formative, the feedback information has to be used" (Black and William).
- Evidence of literacy marking and literacy targets within each marking cycle

5. Marking Assessments

Assessments should be completed once every term in-line with the Schemes of Learning and marked summatively (a numeric mark or a Grade or a percentage etc.). The summative mark must be clearly recorded on students work and, on the departments, or teacher's assessment tracker. Teacher's summative and formative assessment data will be used to report termly to students and parents in regards to their progress and attainment.

6. Peer, Class and Self-Assessment

Students should be encouraged to peer and self-assess as often as possible. This could take many forms, for example: students could annotate their work or the work of their peers, identifying techniques they have used, knowledge they have applied or skills they have demonstrated; they could give themselves or each areas of development based on the success criteria of the task; they could mark answers to questions as right or wrong and provide numerical scores; they could apply marking rubrics to responses. Whole class feedback using strategies such as 'Flash Marking' can be utilised to provide common areas of development and strategies on how to improve.

7. Oral Feedback

Teachers will also provide regular, high-quality oral feedback to help students to improve their work.

8. Work Scrutiny

When conducting a work trawl, please refer to the whole school work scrutiny proforma. Teachers whose work is scrutinised should always receive feedback. Departmental and/or SLT work scrutinies will take place in line with the whole school QA calendar.

9. Policy Review

9.1 This policy will be reviewed annually as part of the Academy's annual review process.