

**Ernest Bevin College**  
**Written Feedback Policy**



<b>Responsibility:</b> Vice Principal	<b>Date Approved:</b> Autumn 2022
<b>Approved by:</b> Principal	<b>Review Date:</b> Autumn 2023
<b>Monitored by:</b> Vice Principal	<b>Links to other policies:</b> Assessment & Reporting Policy

### Aims

- To ensure that students and their families are aware of how they are progressing in each subject and understand what they need to do to improve.
- To establish a consistent and coherent approach to providing written feedback across the College.
- To ensure that all written feedback serves a single purpose - to advance student progress and outcomes.
- To involve students fully in the feedback cycle.
- To support staff well-being through managing workload associated with marking.

### Objectives

#### 1. Classwork and homework

- Homework will be set in line with departmental policy.
- All homework will be checked and marked/responded to either by the student, a peer or the teacher.
- All teachers will mark in-depth a minimum of two pieces of significant homework or classwork per student per half term. These will include 'Key Assessed Tasks' (KATS).
- Key Assessed Tasks will relate to learning objectives and have clearly defined aims and success criteria.
- Key Assessed Tasks will include the following teacher feedback:
  - WWW (what went well) comments which praise the successful skills or strategies used by the student and are specific to the work.
  - EBI (even better if) developmental comments that can be posed in the form of a question or task that encourages the students to go back and address their errors, redraft or take their work to a higher level. These should be specific to each student.
  - SPAG and presentation-related feedback in line with the College literacy marking code and presentation rules. This could also be peer-assessed and cover other pieces of work.
- Students will respond to feedback in green pen.
- Classwork is 'acknowledgement marked', to monitor presentation and content in the books.
- Students receive regular feedback from teachers and parents are updated on students' progress each term.

## 2. Summative assessments

Summative assessments are set in line with the whole school calendar and feedback should follow the model of Key Assessed Tasks plus a GCSE / A-Level / BTEC grade set against the student's guided target grade.

One summative assessment may count towards the two Key Assessed Tasks per student required per term, provided it is marked formatively.

## 3. Targets

All books/folders will feature the student's Green Target Grade for the year and their baseline. The baseline is the grade the student achieved at the end of the previous academic year in that subject (where applicable).

- Curriculum areas will aim to identify common Key Assessed Tasks for each course and add these to their Schemes of Work.
- Wherever possible, teams will moderate assessed tasks.
- Curriculum areas will develop a bank of exemplar formative feedback and list of subject-specific marking codes.
- College and subject-specific marking codes and presentation rules will be displayed in classrooms.

### College Literacy Marking Code

**SP**= spelling error

**p** = punctuation error

**/** = new sentence needed

**//** = new paragraph needed

**^** = word(s) missing

**?** = expression error / does not make sense