Ernest Bevin College

Policy for

WRITTEN FEEDBACK POLICY

Responsibility

All Staff

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 <u>a minimum of</u> two pieces of significant homework or classwork per student per half term*****. These will include 'Key Assessed Tasks' (KATS) and 'Department Assessed Tasks' (DATS).
- 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:
  - An effort grade 1 – 5 (1 = excellent - 5 = unacceptable).
  - 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 not 'acknowledge mark', but do monitor presentation and content in the books.

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. See the 'good practice guide' for examples of summative assessment evaluation sheets.

*One summative assessment per half term can count towards the two Key Assessed Tasks per student required per half 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).

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Tips for boosting consistency

- Subject teams 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.
- Subject teams 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.

Tips for managing workload

- Mark on a regular basis - little and often.
- In class, circulate with a red pen and underline errors e.g. SPAG.
- Encourage peer and self-assessment in class.
- Plan-in time for responding to feedback.
- Use subject specific code-marking (see good practice guide).
- Use self-correcting online exercises and devise ways for students to record their progress/attainment in these.

Appendix

1. Definitions

Formative feedback: feedback which aims to close the gap between what students already understand and what they need to be able to do in order to achieve a goal. It will address the following questions: Where am I going? (clear goals and objectives) How am I doing (what progress is being made?) Where to next? (what activities need to be undertaken to make better progress) (Hattie and Temperley, 2007)

2. Presentation rules

- Write the date in the top right corner
- Underline the date and title with a ruler
- Label classwork (C/W) and homework (H/W) in the top left margin
- Do not copy down the learning objective
- Write in blue or black pen and do any drawings in pencil
- Leave space for feedback
- Write student responses in green pen

3. 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

4. Effort Grades

Effort Grade	Description
1	Excellent
2	Good
3	Satisfactory
4	Poor
5	Unacceptable (work not attempted)

5. Good practice examples

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