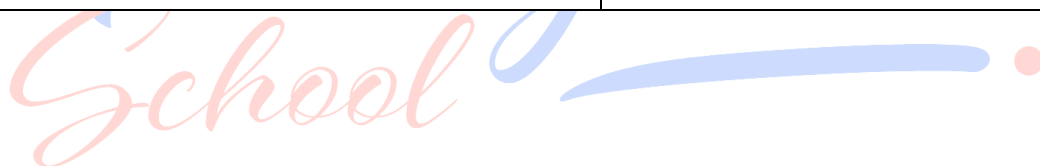


Hungerhill School: Marking and Feedback Policy



Responsible Committee/Individual	Headteacher
Author	Headteacher and Assistant Headteacher
Target Audience	All Stakeholders
Date Policy Agreed	Spring 2022
Review Date	Spring 2023



'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to and be capable of producing improvement in students' learning'

EEF, 2021

Expectations

Feedback will:

- be regular enough to have clear and demonstrable impact on students' learning, being content and course driven through oral and written feedback so that students know how well they are progressing and what they need to do improve further
- provide all students with live feedback in lessons, in order that misconceptions are corrected immediately by aiming for a ratio of 70:30 live feedback, so that students receive swift, effective feedback and workload is reduced
- help the student to make progress towards their targets by giving personal feedback, addressing the student by their chosen name and by referring to learning outcomes and success criteria when giving written feedback
- inform future planning
- encourage reflection between student and teacher by setting aside regular opportunities for reviewing learning time, this is an expectation post assessment to allow students to improve their response to examined material. (See guidance for post assessment Appendix 2)
- build confidence and self-esteem through a learning environment in which it is 'safe to fail' and in which we learn from our mistakes
- help students understand what they are aiming for and how to improve further ensuring that feedback is incisive to focus on improving students' knowledge and skills
- encourage pride in their work by modelling the expected standards of work as often as possible emphasising the importance of reflective and critical thinking to develop resilience and demand a high standard of presentation that reflects a strong pride in their work, using PROUD to flag mistakes and moments of celebration

Teachers will:

Use the STAR model to give students detailed feedback when appropriate during the course of study (inclusive of High Stakes). (See appendix 1 for STARS example)

Ensure opportunities are given for self-assessment and peer assessment, in purple pen so students become immersed in, and confident with, the assessment criteria.

Teachers will mark in red/green pen and use the STARS model/proforma to support feedback:

S – Strengths – Praise In this section staff will identify what a student has done well in a particular piece of work.

T – Target – In this section staff will identify what a student needs to do to improve further and, in some cases, achieve the next grade/level. Giving students instructions on what to do next. E.g., Re-draft, acting upon my feedback.

A – Actions – Staff will then provide students with adequate review time, where they can reflect on feedback and improve next steps in purple pen.



R – Response – Staff will review and offer further support if required

S – SPAG – Students will review any literacy and spelling issues identified and act on the feedback associated with them

Frequency

The STARS model of feedback is to be used at each medium and high stakes assessment and should be completed within assessment books.

Linked to the steps outlined above teachers will also ensure the following:

- give positive feedback that shows students where they have done well. This may include strategies such as bonus points, postcards home and positive texts/phone calls.
- phrase comments as questions or prompts to stimulate each student to take the next steps in the learning process
- Mark and address misconceptions with literacy. This should regularly include comments on spelling, and where necessary punctuation and grammar. Students should be given time to reflect and correct any mistakes, rewriting spelling errors in red/green pen.
- involve students in taking increasing responsibility for checking and improving their own work.
- tell students if work is unacceptable due to lack of effort and make clear to the student that we know they are capable of more than they have shown. There should be clear expectations and agreed consequences if these are not reached.
- be sensitive and acknowledge small steps and effort in regard to SEND students and low ability students

Feedback Checklist

- Does the feedback support and challenge your students to improve their thinking and understanding?
- Have students acted on and responded to the feedback? (A -Actions)
- Have you commented on the skills, knowledge and understanding? (S- Strengths T-Targets).
- Is the target grade for the student at the front of their assessment book?
- Is the Exercise book expectation sticker on the student exercise book? (See appendix 3)
- Can you clearly see if progress has been made over time?
- Is there sufficient work in books to show the students' journey towards their target?
- Does the work link well to the expectations of the curriculum?
- Is there sufficient evidence of different activities/learning experiences to show breadth and depth of students' learning?
- Is there evidence of student's self-assessment or peer assessment?
- For further guidance please refer to the Work scrutiny proforma



Curriculum Leaders will:

- ensure that the Feedback Policy is effectively implemented
- ensure that there is clear and demonstrable impact of feedback through regular, focused quality assurance activities
- ensure that success criteria are prominent in classrooms and books
- quality assure the feedback within the curriculum areas to motivate students and have a positive impact on self-esteem.

Senior Leaders will:

- ensure the Feedback Policy is shared and understood so that all stakeholders have ownership over it and understand the expectations
- ensure that the Feedback Policy is effectively implemented
- monitor that Middle Leaders are consistently checking the quality of feedback in their areas, and are holding their teachers to account

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Appendix 1: Star Model of Feedback

STAR Model of Feedback

To provide feedback to students on medium stakes and high stakes assessments the STAR model of feedback is used:

S – Strengths – Praise In this section staff will identify what a student has done well in a particular piece of work.

T – Target – In this section staff will identify what a student needs to do to improve further and, in some cases, achieve the next grade/level. Giving students instructions on what to do next. E.g., Re-draft, acting upon my feedback.

A – Actions – Staff will then provide students with adequate review time, where they can reflect on feedback and improve next steps in purple pen.

R – Response- Staff will review and offer further support if required

S – SPAG – Students will review any literacy and spelling issues identified and act on the feedback associated with them

Please see an example of a STAR feedback sheet below:

Hungerhill School Feedback Sheet

<u>Name</u>		<u>Year 9</u> <u>High Stakes 1</u> <u>HIGHER</u>	<u>All for work:</u>
<u>Date</u>			
<u>Mark / 50</u>	<u>Percentage (%)</u>		
S Strengths			
T Target			
A Action			
R Response	<u>Response</u>		
S PAG	<u>Spellings/literacy target</u> 1. 2. 3.		



Appendix 2: Feedback Process – Post Assessment

'Feedback should be provided to move learning forward'

EEF report: Teacher Feedback to Improve Pupil Learning (2021)

- Allocate a minimum of 2 lessons for the process of feedback and reteaching following a medium and high stakes assessment
- Mark the assessment and identify whole class gaps in understanding- this could be a subject topic, skill or task
- Plan and deliver whole class reteaching of gaps that utilizes the principles of excellence; including independent practice
 - *Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.*
 - *High quality initial instruction will reduce the work that feedback needs to do*
- Students work on specific targeted feedback on their assessment
 - *Feedback should focus on moving learning forward, targeting the specific learning gaps that students exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.*
 - *Written feedback may be effective if it follows **high quality foundations**, is **timed appropriately**, focuses on **the task, subject, and/or self-regulation**, and is then **used** by students.*

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