Marking and Feedback Expectations

Marking and Feedback are important and essential aspects of the learning culture at Crawshaw Academy. The aim of feedback is to help students to improve by redirecting or refocusing **either the teacher's or the student's actions** to achieve specific learning outcomes. Feedback must be **timely** and **actionable;** time must be set aside for students to consider and respond to feedback (**DIRT**). Written feedback must be manageable for the teacher.

Types of Feedback

Verbal Feedback	**Written Feedback (PINS)**	**Peer and self-assessment (PASA)**
Is ongoing, frequent and immediately acted on by students	**For key pieces** of work against clear success criteria followed by **D.I.R.T**	Is appropriate to students' levels of competence

Feedback is provided *every* lesson, either to the whole class or to individual students. For students to feel their work is valued and for teaching to be responsive, work must be **checked** regularly. Feedback can be provided efficiently using **marking crib sheets and/or code marking**.

Subject teachers must assess **common key pieces** each half-term. This work will have been **completed independently** by students. The number of key pieces will be determined by faculties and take into account the number of lessons per week and teacher workload. Substantial pieces will be standardised and may inform monitoring grades.

Verbal feedback

Where this is the main form of feedback, e.g. art, music and PE, students should record significant next steps in a learning log as evidence of their progression in the subject.

Written Feedback

- When marking students' work, subject teachers are to use a **red**/**purple pen** or **highlighters as appropriate.**
- Not every piece of work will need **detailed feedback** from the teacher. The use of **target sheets/code marking/ crib sheets/highlighting** is encouraged to save teacher time, as is self and peer marking followed by teacher checking as appropriate.
- **Key pieces**, agreed within subject areas, should be identified within the SOL. These pieces must allow students to **demonstrate their own learning against clear success criteria and inform teachers' next steps in planning.** *This should be the students' best work.* For marking of key pieces, subject teachers must use the **PINS** marking approach:

  P   **Positive aspects**
  I   **Improvements**
  N   **Next steps**
  S   **SPaG**

- **Next steps** must be specific, actionable and appropriate to students' needs; students must be clear about **how** to improve – this can be done in the following ways:

  - **CHALLENGE (question or task)**
  - **REMINDER (TIP)**
  - **STEPS**
  - **EXAMPLE**

EXCELLENCE • PURPOSE • AMBITION

Peer and Self-Assessment

- Opportunities for structured self or peer assessment should be provided to encourage students to be reflective, responsible and resilient learners.
- Students must be taught how to provide effective feedback that is **kind, specific** and **helpful**. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to improve.
- All peer and self-assessment will be evidenced using a **green pen**.

DIRT and Progress Weeks

Dedicated, Improvement and **Reflection Time (D.I.R.T)** must be built into the learning cycle to allow students time to respond to teacher's targets/questions. Responses to teacher feedback should be written in **green pen**.

Opportunities to focus on addressing misconceptions, identified through marking and feedback of key pieces should be ***built into schemes of learning***. Teachers should acknowledge the student response to the marking question/completion of the D.I.R.T task and that the learning gap has been closed.

Presentation
- All students must be expected to take pride in their work. Poor presentation must be routinely challenged and work repeated if required.
- Explicitly teach the **PROUD** expectations by using the standard slides and stickers.

Marking & Literacy

- All students should be expected to **proof-read** and check their work for spelling and grammar mistakes. **Use the Proof Reading slide.**
- Careless **mistakes** should be marked differently to **errors** resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- All teachers are expected to mark for literacy as appropriate to their subject area. The literacy codes should be used to support teachers in setting literacy targets.
- All teachers should use the codes in the margin and underline/highlight the errors within the text. Over time, the level of teacher annotation should **decrease**.
- When marking a piece of work for literacy, teachers should not identify more than **<u>three spelling errors</u>**. In order to support different abilities, teachers must only correct spellings errors that students can realistically learn and correct.
- Allowing time to correct literacy errors is important so that students are encouraged to avoid repetitive errors and learn from their mistakes. Any corrections they make should be highlighted using their **green pen.**

Homework
Homework, set in line with the homework timetable, should receive meaningful feedback. This may be through teacher marking, peer-marking or self-assessment. Self-marking quizzes and tests online are effective for homework and intervention tasks.