



**SMITHILLS SCHOOL**

**POLICY:**

**WRITTEN FEEDBACK POLICY**

**RATIONALE**

- Good quality written feedback is “just in time, just for me”. It enables pupils to identify errors and misconceptions in their learning and provides opportunities for pupils to make improvements in their work and thus take the next steps in their learning.
- A whole school feedback policy should establish a minimum entitlement for all pupils across the school. It should ensure that there is consistency in written feedback practice.

**WRITTEN FEEDBACK - BASICS**

- Teacher marking and feedback should be in green pen.
- Quality written feedback by the teacher should be given as an open **question** and a **target** (QT feedback). Pupils should respond to the **question** directly after the feedback is given. Pupils should focus on the **target** given in future work, with both teacher and pupil referring to this in future marking and feedback.
- Feedback should be timely, specific, related directly to the learning objectives for the lesson and designed to ensure that a pupil knows what they can do to improve the level of their work in order to secure better progression. The frequency of marking and feedback will depend on the subject, topic and/or task. QT feedback should be provided on the following pupil work:
  - Independent (of the teacher) class work and homework
  - Any assessment/examination task whether a rehearsal or real piece
  - Any significant non written activities/learning

**Written By:** Julie Emerson, Vice Principal

**Signed:** Mike Sidebottom      Principal

**Date:** September 2017

**Approved on behalf of Local Advisory Board:**  
M Crossley, Chair

**Date:** November 2017

**For Review:** September 2018



## Management of Pupils

- Pupil work should be marked for literacy in line with the protocols outlined in appendix 1.
- Written feedback should be given on coursework/controlled assessment within the boundaries of examination board and school policies.
- Written praise should be separate from written feedback as it dilutes the message. Teachers should find alternative times and methods to praise pupils.
- Subject leaders should ensure that all staff in the department are aware of what good quality feedback looks like. This will mean that departments have agreed minimum standards of feedback. Opportunities to share good practice and access appropriate training should be available to staff.
- Teachers should acknowledge all other work completed in books/folders either through an initial, tick or some other form of acknowledgement.
- Pupil responses to written feedback should be in purple pen. Pupils must be given time during lessons to reflect upon, and then act upon the feedback that they have been given. Teachers should acknowledge pupil responses to feedback, but further QT feedback is not required to be given to these responses.
- Pupils must be given the opportunity to engage with both verbal and written peer and self-assessment. However, before this happens teachers need to ensure that pupils have the necessary understanding of the learning objectives and that the success criteria are explicit and well understood. Pupils should also have the necessary discussion and analytical skills to make peer and self-assessment meaningful. Peer feedback should be QT feedback or in the format “I liked... I noticed... I wonder if...” Pupils should respond to peer feedback as they would teacher feedback.
- Subject leaders should ensure that all staff in the department are aware of good practice in equipping pupils with the skills to peer and self-assess accurately and meaningfully. Opportunities to share good practice and access appropriate training should be available to all staff.

### MONITORING AND EVALUATION

- Subject leaders will monitor and evaluate the quality of written feedback given to pupils in their subject areas. SLT will monitor and evaluate the quality of written feedback given to pupils across the school. Findings will be fed back to individual teachers and subjects through subject leaders.
- Subject leaders should use the Quality Assurance process in order to evaluate the quality and consistency of written feedback within the department as well as “book looks” and any other method they deem necessary.
- Subject leaders have a responsibility to act upon the findings of their evaluation in order to facilitate better progress for the pupils in their subject area. This will involve a range of activities including general



or bespoke staff training, further investigation and further curriculum development. SLT will support this provision to ensure whole school consistency of approach.

### • **Appendix 1: Marking for Literacy**

**The protocols for literacy marking are for all subjects; within English and Modern Foreign Languages, additional literacy focus will be the norm within the remit of their curriculum and progression maps.**

**Where a subject makes limited use of written work, wherever possible the same protocols should be applied to spoken language, with a focus on standard English and grammatical accuracy.**

**When marking for literacy, the following points should be noted:**

- Build in some time for pupils to proof read pieces of written work BEFORE you mark- make this part of the writing process, especially for homeworks.
- Use peer and self assessment to reduce errors before work is handed in.
- Use redrafting to reduce errors in written work before it is handed in.
- Don't indicate every error every time it occurs- signalling it once or twice is sufficient.
- Don't overload pupils with corrections- one extended paragraph close marked for literacy will give them more than enough to work with.
- Use the codings where the errors occur in the body of the writing wherever possible.
- Build time into lessons for self correction following return of books.
- If many pupils make the same error- abandon marking for it and plan to teach the skill to the class.
- If pupils repeat the same error, make it an explicit literacy **target**



### SMITHILLS SCHOOL LITERACY MARKING CODES

<b>Sp</b>	Spelling errors that need correcting
<b>C</b>	If a capital letter is missing or misused
<b>P</b>	Punctuation is missing or misused
<b>//</b>	New paragraph required
<b>^</b>	Something is missing (letter, word)
<b>Gr</b>	Poor grammar or written expression
<b>?</b>	The meaning is unclear
<b>√</b>	Correct

Pupils need to decide what the error is and correct it- give them an example if in doubt!