



# The Ridgeway School & Sixth Form College Feedback Policy

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## Overview

At The Ridgeway School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve.

## Context

Following a review of current practice of the quality and frequency of marking and in response to research evidence on the effectiveness of marking on student outcomes (EEF – A Marked Improvement) <https://educationendowmentfoundation.org.uk/evidence-summaries/on-marking/> the school has been trialling a new approach to marking and feedback (September 2018.) In Year7-10 marking will be predominantly through feedback and directed (linked) student response to Progress Checks and through the sharing of Question Level Analysis (QLA) following Assessment Weeks (x2 per year).

### **I. Principles of marking and feedback through Progress Checks (Y7-10)**

Marking will normally only be expected be of progress checks which will typically follow 3-4 weeks of lessons in all subjects studied and will provide feedback to the learner and teacher regarding misconceptions or misunderstanding. The information captured by these low stakes checks of learning support an understanding of student progress over time across discrete modules, or series of lessons and in reference to individual targets. All marking of progress checks will have a directed learning activity for whole class and/or individual student completion to reinforce understanding.

Quality of written communication (literacy), learning points / misconceptions will be addressed.

Learners will have the opportunity to reflect on their feedback and discuss this with their peers /teacher as part of the feedback action process.

There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on marking, feedback and target setting.

The feedback collated from each progress check will be used by subject teams and individual staff to inform an evaluation of the learning over that teaching episode and which areas require additional time to revisit, re-learn and/or re-teach.

The marking of progress checks and monitoring of the resultant student response, replaces the requirement for staff to provide additional feedback in student books (marking).

Staff are required to monitor (evidence) the presentation and completion of work through 'in lesson' checking, there is no expectation to provide additional written feedback in books or homework.

Progress Check (windows) are timetabled across the academic year, with staff required to schedule their implementation and student response follow up within each window (see table below for dates). The progress checks are complemented with the formal Assessment Weeks, creating a minimum of 9 x feedback opportunities across the year.

In providing feedback to students following each progress check it is important that the student response is presented as an action for them to follow up with their 'green pen'.

Feedback from progress checks will (a) demonstrate learning and (b) extend, consolidate or re-do/redraft work to demonstrate improvement.

As a guide, five areas of directed learning can be used as student response activities;

1. **Redraft; Re-do** *Go back and edit and improve certain areas of your work*  
Useful for: Longer question answers, improving clarity and reinforcing specific areas of feedback
2. **Rehearse or Repeat** *Go back and practice again and again to master specific skills*  
Useful for: Knowledge recall, memorising key facts or quotes, improving technique in practical performance
3. **Revisit and Respond** *Go back practice answering more similar questions*  
Useful for: Adopting an alternative perspective, giving a direction/focus for student to address, checking own work for errors, linking to model answers
4. **Re-learn, Re-test** *Go back and make sure you understand previous learning*  
Useful for: Addressing misconceptions, building confidence, consolidating learning
5. **Research, Record** *Go back and develop your work with deeper insight and wider references*  
Useful for: Extending understanding, checking mastery, linking ideas/concepts, developing resilience and independent learning.

All Student Responses must be completed and checked as part of the in-lesson monitoring. As a minimum expectation completion must have been confirmed by staff prior to the next progress check.

## 2. Principles of marking and feedback (Y11-13)

Checking of books and/or notes will normally be expected at least every 3-4 weeks and will provide feedback to the learner and teacher regarding misconceptions or misunderstanding.

This may be in the form of lesson work, past paper questions, homework but not all need to be thoroughly marked. Quality of written communication (literacy), learning points / misconceptions will be addressed.

Learners will have the opportunity to reflect on their feedback and discuss this with their peers /teacher as part of the feedback action process.

There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on marking, feedback and target setting.

PPE's (Pre Public Examinations) are complemented a minimum of twice a year, creating a formal feedback structure with the use of question level analysis.

In providing feedback to students it is important that it is presented as an action for students to respond to by way of follow up ('green pen'.)

Feedback from marking will (a) demonstrate learning and (b) extend, consolidate or re-do/redraft work to demonstrate improvement.

The following pens will be used as follows across all year groups.

Coloured Pen Response to teacher feedback / peer assessment/ self-assessment

Stationery used:	Task undertaken:
<b>Black pen / Blue</b>	Learners work
<b>Red pen</b>	Teacher feedback
<b>Green Pen</b>	Student feedback

### 3. Marking for Literacy Using Whole School Codes.

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Where possible spelling mistakes need to be corrected. In the lower years, or for less able learners, it will be necessary to write the correct version for the learner

Opportunities for literacy marking will include regular 'in-lesson' teacher checking of work as well as Progress checks and Assessment week written feedback. Additional support for spelling may also be provided through quizzing and self/peer marked homework using model answers.

As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes. All staff should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every learner. The Marking Code is displayed here:

Literacy  
*Marking Policy*

Use your green pen to edit your work

- Sp      write correct spelling
- //      start a new paragraph
- ^      add the missing word(s)
- ~~~~~      re-write the incorrect or unclear sentence
- (P)      add the missing punctuation

#### 4. Student Targets:

All student must know their target grade in all subjects (eg 7.5, 8.5). This will be recorded as their 'End of Year Expected' in cycle reports. Current performance is reflected in whether they are working; **Towards, At** or **Beyond** their target. Whilst it is not necessary to 'grade' specific pieces of work or Progress checks, students must be made aware of their End of Year Expected grade and this must be taken into account when planning/setting work

Type of marking	Method of identification	Frequency (guideline may depend on the subject area)
<b>Question Level Analysis feedback</b>	QLA recorded on TRS Intervention Tracker (Yr7-13)	This information must be included in the Assessment calendar as part of Whole School Assessment and/or PPE. Including follow up therapies.
<b>Progress check marking</b>	Written feedback including directed learning activities to support students to improve understanding, re-draft work or to deepen their understanding (including, modelling peer review and whole class feedback)	All Progress checks must have specific student response
<b>Student response to feedback</b>	This must be written in Green Pen	After every Progress check feedback or in-depth marking (Y11-13)
<b>Self-assessment (Plenary) including model answers</b>	This should be written in Green Pen	Students should be recording (bullet points –plenary or similar) what they have taken away from every lesson

so that it provides appropriate challenge.

#### Student Comment:

It is the expectation that students will take responsibility for commenting on their learning by (Green Pen) in lessons. This may include correcting work as well as any response to teacher feedback. As well as ensuring that the skills/content developed in the lesson are explicit and framed by the student these comments support further evidence of progress over time and include 'model' answers.

#### 5. Presentation of student work: (Brilliant Basics)

Students are expected to present neat and well organised written work. 'Brilliant Basics' (eg. use of ruler, titles, dates underlined etc) should be evident in all work, and appropriate consequences issued if this is not done consistently.

## **6. Quality Assurance:**

As part of the evaluation of Progress checks and quality of feedback (inc Student Response) book scrutinies will be led by Faculty Leaders and SLT at regular intervals throughout the year (outlined in calendar).

- I. Every term a random sample of books will be requested from a variety of staff. These will be checked by Curriculum Leaders to ensure that Progress checks are appropriate and evident, that student response has been completed and that there are any gaps in learning have been addressed.
- II. Every term, senior links will report to SLT on the standard and quality of marking and feedback within their link faculties.
- III. Further book scrutiny will occur during SLT and Faculty Reviews.

Please note: The Monitoring Evaluation Review (MER) Handbook provides additional guidance and termly schedule for Middle and Senior Leader book scrutiny

## **7. Formal Assessments**

Formal assessments should be separate to book-based work and clearly identifiable as such within students' books. All formal assessments will be scheduled for the academic year incorporating the whole school Assessment Weeks (yr 7-10) and PPE (yr 11-13). These formal assessment opportunities are designed to support students with the skills, strategies and experience in preparing them to be confident and focussed in performing under examination conditions.

The formal assessment weeks/PPE will be followed up with Question Level Analysis (QLA) feedback which;

- Identify the areas of understanding and the knowledge/skills that require further support or additional focus for each student
- Highlight the key areas of content that teachers need to revisit, re-teach or review at a later date. This is used to support an evaluation of the curriculum implementation and as a catalyst for shared planning and collaboration
- Enable a moderation of teacher judgements. Students take the same assessment and the results are used to support a robust moderation of teacher judgements re: student progress (Y7-10)
- Provide further information in the planning the content of future assessments, applying a synoptic (revisiting previously taught work) element to all assessments to check for mastery and the long term retention of key knowledge and understanding

All formal Assessments will share with students and parents information regarding;

- a) The topic and core content/skills to be included
- b) The date (or school week in which) the assessments will take place
- c) The length and format of the tests
- d) Any supporting resources or links that would help students prepare for the test

## **8. Monitoring and Tracking Progress**

Learners will be able to identify their progress through the module content/skills as well as their targets after each assessment, through Question Level Analysis feedback, highlighting next steps and areas for consolidation. All learners will track their progress over a series of assessments, these will be summarised on learners' books and folders. Learners should be involved in tracking and monitoring their own progress.