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Status and Review Cycle	2 yearly
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Person(s) responsible	MBY
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Last reviewed on:	1 st July 2020
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Next review due by:	1 st July 2022
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Purpose: To produce improvements in students' learning and maximise progress through consistent and high standards of feedback.

Research suggests that providing feedback is one of the most effective ways of improving students' learning. Studies of feedback conducted by the EEF¹ indicate that high-quality feedback leads to significant progress over the course of a year.

Marking v Feedback

At Kings we accept the following definitions

Marking = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' work.

"Marking" of books is part of our professional duty. Reading, checking and monitoring students' books connects us to their learning and helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks.

Feedback = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills

"Feedback" can take different forms i.e. self, peer, group, verbal from teacher or detailed written. It can be delivered as "live" feedback in real time during a lesson or "delayed". Research has shown that a short delay e.g. in a lesson plenary can have a greater impact on learning.

Great teachers use a combination of the above strategies, choosing the best form as appropriate to the learning. The best feedback, whether written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Marking	Feedback
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
"You should..."	"How could you...?"

Table 1: The comparative value of Marking and Feedback

The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. The group noted that there is no 'one size fits all' way to mark, instead recommending that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

Consequently, the College has determined that each subject will develop its own policy for marking & feedback that is firmly rooted in the principles outlined in this document.


Marking

Marking frequency will vary from subject to subject (as detailed in appendices), but “maintenance marking” should occur at least once per half-term. In order to help manage workload and ensure consistency, staff may wish to use the “Kings Book Check” sticker for this kind of light marking:

Class teacher book review 1= Excellent	1	2	3	4
Effort				
Presentation				
SPaG				
Home learning				

Marking for Literacy

To ensure consistency across the College, the following literacy codes should be used in all subject areas.

Sp	Spelling.
Cap	Capital letter.
//	Start a new paragraph.
P	Punctuation error.
Gr	Grammar.
	Handwriting and Presentation.

Feedback

Aims of Feedback

- To provide strategies for students to improve;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To correct mistakes, with a focus on Literacy/Vocabulary skills

Feedback is specific information given to the learner about their performance relative to learning goals. The type of feedback students get on their work will vary according to the subject. In Drama, PE, Art and Music for example, much of the feedback will be verbal. In fact, much of the best feedback in all subjects is live verbal feedback whilst the students are working. Departments should consider the role of verbal feedback in their departmental policies.

Effective feedback should be “task focused”. It should;

- ✓ be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”)
- ✓ compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”)
- ✓ encourage and support further effort and be given sparingly so that it is meaningful
- ✓ provide specific guidance on how to improve and not just tell students what to improve .

Recent studies also suggest that 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.²

¹ <https://educationendowmentfoundation.org.uk/toolkit/> ²https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

The Principles of Subject Specific Feedback Policy

Kings International College has a subject specific feedback policy underpinned by the general principles, which subjects must use to draw up their own specific policies to suit their curriculum needs. The general principles are:

- Feedback should be timely, specific and respond to the needs of the individual student so that they can actively engage with the feedback.
- A dialogue, both verbal and written, focusing on HOW to improve should be developed between teacher and student.
- Only significant pieces of work will receive written feedback from the teacher
- Where appropriate students should be encouraged to assess their own work and that of their peers against specific learning objectives and success criteria.
- Whilst frequency will vary between subjects, there should be a maximum of three pieces of detailed written feedback per term. To ensure consistency, schemes of learning will be annotated with which pieces of work will include detailed feedback.
- The feedback approach centres around students being able to articulate specific responses to 2 questions:
 1. “What are you doing well in this subject?”
 2. “What do you need to do to improve your work in this subject?”

If pupils can answer these questions accurately, using subject-specific detail, the college is confident that they are receiving effective feedback.

The following 'fine gains' in terms of giving written feedback may be useful for teachers to bear in mind:

- **Whole-class oral feedback** is an efficient system for managing student progress between assessments
- **Using book check stickers/stamps** is an efficient way of acknowledging students' work
- **Using feedback templates** forces a limitation on the amount of feedback teachers need to write, and may therefore be a more efficient way of providing written feedback
- **Using codes as shorthand for feedback** may reduce the time taken to write out targets. Research suggests that there is no difference between the effectiveness of coded or uncoded feedback; however, it is critical that students clearly understand what the codes mean. Additionally teachers should be aware that the use of generic targets may make it harder to provide precise feedback.
- **Limiting the amount of targets** given to students (e.g. one at a time) is more time efficient and avoids cognitive overload for the students processing them
- **Using explicit success criteria** in setting and marking assignments can be more efficient because it makes marking more selective, particularly if highlighting is used

Directed Improvement and Reflection Time: DIRT

Only when students act on feedback does the process add value to learning. Consequently it is essential to allow sufficient Dedicated Improvement and Reflection Time (DIRT) for students to read the comments and act upon the feedback. This may be 15 minutes or indeed an entire lesson, depending on the nature of the improvements needing to be made.

Effective use of DIRT to develop more disciplined learners:

1. Reflect critically – we expect students to spend approximately twice their time reflecting on their feedback as we have devoted to giving it.
2. Developing techniques – although DIRT is about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show students how to improve.
3. Crafting and improving - As well as encouraging students to critically reflect on their feedback, DIRT can also be effectively used for crafting and improving work. This allows students to immediately apply their feedback and put the techniques into practice.

To provide an effective reminder of how feedback should be structured, limit how much feedback teachers should be writing, and to embed a consistent approach to improving work amongst students all departments are expected to employ a template in line with the following example:

KIC Directed Improvement & Reflection Time (DIRT)	
Learning activity:	
What went well?	HOW to improve:
<i>Students: make improvements here or alternately complete improvements elsewhere in your book and use this space to describe where you have made improvements.</i>	

Effective Peer feedback

Peer feedback (sometimes referred to as 'green pen marking') should also be a regular part of classroom practice. Using peer feedback as part of a culture of critique within the classroom can have a transformational effect on learning, particularly if students are given time to act on and use it. Peer feedback should be modelled as part of a culture of classroom critique which is kind, specific and helpful (Ron Berger).

To be effective this strategy should be implemented in accordance with the following guidelines

- Use clear scaffolds to support analysis of component parts of a model answer.
- Provide a ready reference or checklist for students to ensure their analysis of peer work is systematic & well understood.
- Consider a marking model that supports identification of what is missing as well as what is present.
- Provide a clear scaffold for students to judge the quality of the work they are reviewing.
- Teach SLOW... to start. Protect time, even a whole lesson, to teach the technique in the early stages of curriculum.
- Ensure marking scaffolds use language that helps identify specific next steps that are easily understood and communicated between students.
- Teachers should model how feedback should be written.
- Quality assure peer to peer feedback. Task students to work in threes so a third party quality assures or suggests improvements / amendments. Ask students to read out the feedback they have been given. Ask them if they accept it, encourage discussion around why/why not. Ask the class to judge whether the feedback is acceptable on grounds of specificity, accuracy etc. and encourage discussion around why/why not.
- Offer "live" feedback, circulate the room, read the feedback given. Insist feedback is rewritten correctly.
- Allow sufficient Directed Improvement & Reflection Time (DIRT) to follow on from a peer feedback exercise.... insist on improvements being made.
- Secure frequent, habitual classroom practice using consistent success criteria between tasks.

Monitoring and quality assurance

Curriculum and subject leaders are responsible for monitoring the quality and frequency of feedback from teachers working within their team. It is expected that strategies used to monitor the quality and frequency of feedback & marking includes a process of peer moderation in calendared subject team meetings on at least a half termly basis.

SAMPLE Type and frequency of feedback by Key Stage: Geography

KS3	KS4
<ol style="list-style-type: none"> 1. Each (half termly) unit of work will culminate in a piece of assessed work that will be marked against the Geography Student Development Matrix (GSDM). 2. End of unit assessments will vary in style and will not be graded. Consistent teacher feedback will identify specific developmental points using the GSDM. 3. Teachers will use a range of whole class self-marking, peer review strategies and maintenance marking. There is no expectation that every piece of work is given feedback. <p>More frequently,</p> <ol style="list-style-type: none"> 4. Students will receive frequent verbal feedback 5. Marking and feedback may take the form of whole class, self-marking or clearly scaffolded peer review activities. Written peer feedback will be quality assured by teachers via effective questioning or “live” marking. 6. Directed Improvement & Reflection Time (DIRT) will be built into lesson planning and clearly scaffolded using the “DIRTy Geography” green student sheet, writing skills matrix, task specific success criteria and/or the GSDM. 7. There is no expectation that every piece of work is marked. Teachers will conduct ongoing “maintenance marking” which may be as simple as to take the form of “agreed” WWW/EBI statements from peer feedback, selected points of literacy or book check stickers 8. Homework is checked for completion & quality but there is no expectation that this will receive any written marking. 9. Sub-standard work should not be accepted. Students should be asked to rewrite such work. 	<ol style="list-style-type: none"> 1. Student assessment (end unit exams) are marked termly. A question level analysis (QLA) will identify gaps in skills & knowledge. Teachers will provide written feedback against specific AOs. 2. DIRT time is given to address teacher feedback. Assessment papers are returned to students and improvements made. <p>More frequently,</p> <p>As KS3</p>

Quality Assurance

Departmental moderation via half-termly book sampling. This will take the form of HoD nominating year group focus, all class books brought to department meeting. Round table sampling of student group (disadvantaged, SEND “K”, HA etc.) which will not be communicated prior to the work sample.

- Quality of work being completed (using GSDM to benchmark)
- Impact of feedback on quality of work
- Quality of feedback being provided for learners
- Presentation of work

Where quality of work or feedback gives cause for concern in any group HoD will review with individual teachers with the week and determine next steps.