

Feedback & Marking Policy October 2018



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by Archbishop Sentamu Academy, Principal 8th October 2018

The next 'Period of Review' will be **October 2020**

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

Archbishop Sentamu Academy

Feedback

1. Statement of Policy

The Academy believes that timely, formative feedback is one of the most effective strategies in improving pupil performance. According to the educationalist, John Hattie:

“The biggest factor that improves performance is feedback. This works best when coupled with challenging targets. The higher the challenge, the higher the probability of the student seeking, receiving and assimilating feedback.”

The Academy is committed to ensuring that both staff and students use feedback effectively with clear guidelines about what is appropriate, how much is expected and when it is to be completed. Feedback will be provided regularly and students will be encouraged to act on it. Assessment of feedback will form an integral part of the overall quality assurance process.

2. Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on a three yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next ‘Period of Review’ will be **October 2020**.

3. What do we mean by formative feedback?

Feedback is a two way dialogue between the student and the teacher. The purpose of the feedback is to narrow the gap between the student’s current working level and their target level (and above).

It may consist of:

- marking of written work with formative feedback;
- verbal formative feedback;
- whole class spoken formative feedback;
- peer and self-evaluation guided by the teacher.

4. Key Principles of ‘FAR’ feedback – Overview

FAR Feedback involves providing guidance that moves that learner forward.

'Formative assessment that does not lead to action on the part of the student is summative assessment'

Dylan William

The 'FAR' approach:

Feedback – How well has the student achieved the success criteria for the task?

Emphasis should be placed on positive aspects to encourage and motivate but feedback must be realistic.

Action – What specific, subject related target will allow knowledge, understanding or skills to be further developed by the individual learner? This may be written in the form of a question for the student to answer. It should link to the assessment criteria shared in the lesson via learning outcomes.

Response – Next to the 'R' students will write back to the teacher answering any questions directly, telling them how they have completed their target, asking the teacher a question or responding in any appropriate way to the feedback given.

FAR feedback must be meaningful, developmental and personalised. We expect that each student in each subject will receive **quality feedback** about their learning **on at least one piece of work** in the time frame stated over the page.

Other learning should be reviewed and feedback given that is appropriate. This includes addressing subject specific spelling mistakes, misconceptions and quality of presentation (see ASA Feedback for Presentation Code and ASA Feedback for Literacy Code).

A summary of the FAR approach is available in appendix 1.

5. FAR - Department practice for recording learning

- Exercise books/folders should be clearly marked so that students, parents and observers clearly understand the purpose of each book/folder e.g. classwork book, assessment book / folder
- Homework (HW) and classwork (CW) should be clearly identified by students
- Students written work should be presented in line with the guidance in appendix 5

6. FAR - Opportunities for learners to become independent learners through peer and self assessment

- Sharing the criteria – Students should be given the appropriate criteria when peer assessing each other's work.
- Peer assessment in practice – When recording comments on their peer's work students should use 'FAR' and refer to the objective of their task, making comments linked to the criteria.

7. FAR - Ensuring learners are responsible for their own learning

- Monitoring and assessing progress throughout a lesson – learners should be given opportunities to express their understanding and feelings towards each objective through an appropriate assessment tool. This could be through the use of continuums: 'How clear are you about the objective from 1-10? , 'How confident are you that you understand what you need to do from 1-10?'
- Ensure students are accountable for responding to feedback through monitoring their responses next to the 'R's.

8. FAR - Frequency

At least one piece of quality feedback should be given as below:

- At least once every four lessons on average over a period of time

Feedback, particularly written, should be proportionate and take into account the frequency and complexity of written feedback, as well as its cost and time-effectiveness in relation to the overall workload of teachers. All teaching staff will have a marking schedule. If there are issues in being able to provide feedback within the timeframe above please see your line manager for support.

Quality feedback should be targeted and timely (assessed pieces of work should be prioritised).

Specific pieces of work (assessed) should receive quality feedback that supports the learner in making progress and should be given within a week of the lesson where possible.

9. Key Principles of FAR Feedback –

a. Quality Feedback:

- Is specific, accurate and clear;
- Makes connections with prior performance, or to pupils' success or failure on another part of the task;
- Is encouraging, helping pupils to identify things that are hard and require extra attention;

- Provides guidance to pupils on how to respond to their teacher’s comments; and
- Provides concrete suggestions for improvement.

b. Feedback Documents

Departments can develop written feedback documents appropriate to their subject and needs though these must integrate the FAR approach. An example can be seen in appendix 4. Alternatively, ASA feedback stamps can be used to reduce workload.

c. Verbal Feedback

To support colleagues in managing workload, regular use of the “verbal feedback stamp” is encouraged. Learners will record the feedback that has been given then act on this. This will support learners understanding of what is expected of them and allow staff to check they have acted on this feedback (see A Guide to in-class Verbal Feedback section for further guidance).

Summative feedback should give an accurate assessment of attainment, either in the form of a National Curriculum level or a qualification grade.

d. Feedback Pens

| | |
|-------|--|
| Green | Improvements made by learner following feedback (e.g. during DIRT) |
|-------|--|

e. DIRT time

Staff dedicate a lot of time to preparing and giving quality feedback. It is the student’s responsibility to listen to and take note of the feedback which is offered. Only the student themselves can assimilate this feedback and use it to make subsequent improvements to their learning. However, staff should give students Dedicated Improvement and Reflection Time (DIRT) to allow them to act on the formative comments given. Staff are to be

f. DIRT time - Feedback and QA

Middle leaders, with the support of SLT links, will be responsible for monitoring and evaluating the quality and impact of feedback. A class set of books will be provided by the class teacher and the STL will choose a selection of books at random. Groups will be identified in line with the class teacher’s marking schedule.

See appendix 1

g. Effective Feedback Practice

Outstanding marking will:

- identify misconceptions and errors and will ensure they are corrected;

- presentation of work will be in line with expectations and this will be consistently enforced;
- check pupils' understanding systematically and effectively, offering clearly directed and timely feedback and advice which stretches and supports who then act on (DIRT);
- identify and support any pupil who is falling behind, and enable almost all to catch up;
- support the development of reading, writing and communication and, where appropriate, mathematics;
- encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work;
- ensure all pupils capitalise on opportunities to use feedback, written or oral, to improve.
-

Good marking will:

- reinforce presentation expectations and most learners respond to this;
- give sufficient time for pupils to review what they are learning and to develop further.
- identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning;
- tackle misconceptions and build on pupils' strengths;
- give pupils feedback in line with the school's feedback policy. Pupils use this feedback well and they know what they need to do to improve;
- develop pupils' reading, writing and communication, and where appropriate mathematics;
- develop the capacity to learn from mistakes;
- allow most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

STLs have examples of outstanding marking should you want to seek further clarification in your curriculum area.

10.ASA Feedback for Presentation Code

When providing feedback on students' work for presentation, staff are to focus on the following areas:

- Presentation of work overall
- Underlined Title
- Title/Date/ Learning Objective clearly identified

11.ASA Feedback for Literacy Code

How much to corrective mark

When providing written feedback to learners corrective marking should be used in the following way:

- Spelling, punctuation and grammar mistakes should be corrected in the first paragraph of a piece of extended writing;

- All subject specific keywords should be corrected.

When annotating students' work for literacy, we focus on the following areas:

- Spelling (subject specific terminology should be a priority)
- Punctuation
- Paragraphs
- Capital letters
- Grammar

12. Marking Codes

| Mark | Means |
|---|--|
| Sp | Check your spelling of the circled word(s). |
| P | You have punctuated incorrectly here. |
| // | This is where your new paragraph should begin. |
| ~~~~ | It is not clear what you are trying to say here. |
|  | You have repeated a word here. |
| √ | This is well written. |
| Caps | You have used a capital letter incorrectly here. OR You need to use a capital letter here. |
| ? | I don't understand what you mean here. |
| ^ | You have missed out a word or phrase here. |
| exp | correct your expression to make clearer what you are trying to say |

13.A note on differentiation

For lower ability groups it is important that all errors are not highlighted as this can be detrimental to the student's progress and self esteem. It is advised that the teacher chooses a focus from the above list for each piece of work and marks solely for that error; again using personal judgement as to how many errors to highlight.

14. Grammar Guidance

Guidance on punctuation can be found in appendix 2

15. Presentation Guidance

Guidance on presentation expectations can be found in appendix 3

If you have any questions or need support or advice relating to the contents of this policy please speak to your line manager.



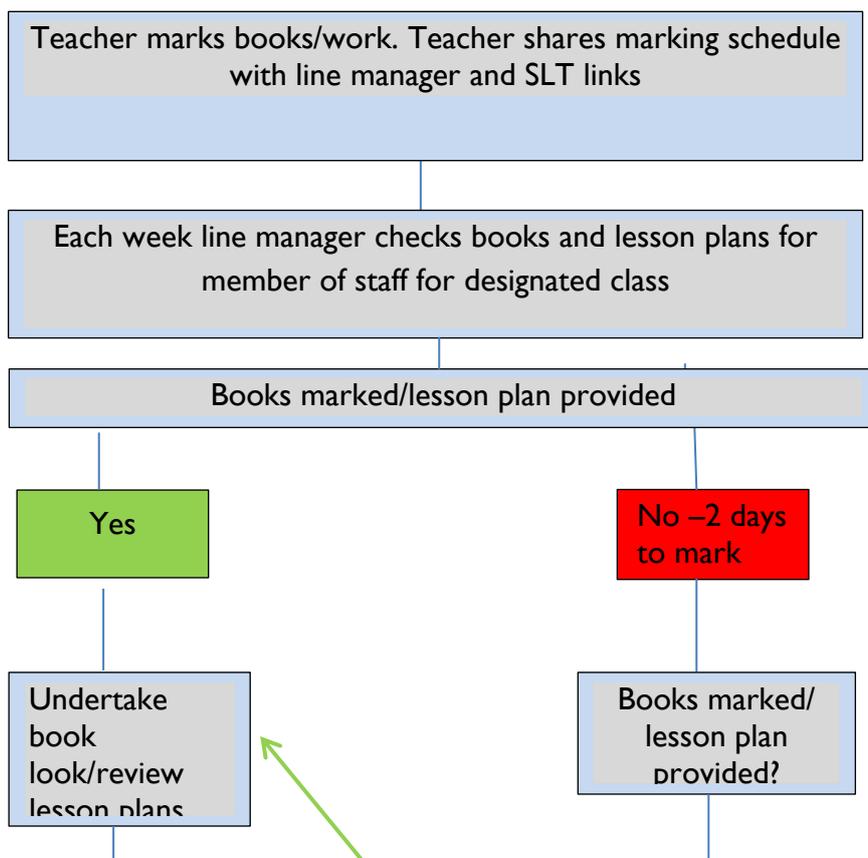
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QA PROCEDURES

<http://www.sentamu.com/qa/>

Appendix I

Book Look Flow Diagram



Record on form -
discuss with
colleague

Pre Quality Assurance

Staff are trained in using the QA system.
Staff write their own marking plan and share with QA lead.
Skeleton plans distributed electronically
Flow diagrams drawn up and agreed



Quality Assurance Process

QA lead requests books and planning and quality assures by completing the on line form
PDF created when QA is complete. Copy to lead, then teacher 48 hours later
Discussion takes place if required
Designated member of SLT receives PDF and selects books and planning to check the completed QA. A conversation takes place if required.



Data analysis

Completed QA judgements drop into Google sheet for analysis
Ongoing day-to-day checking of key elements e.g PLC's in place
Ongoing QA compliance is measured along with element-by-element compliance.
Summary analysis available to Head of Subject and SLT link for subject compliance with teacher by teacher breakdown
Various analyses take place such as QA completion, subject compliance etc.



Monitoring

Monitoring of QA takes place each day.
At the end of a half term a report is drafted to Governors; also colleagues not on reduced QA have their data analysed to see whether the colleague can go onto reduced QA.

Archbishop Sentamu Academy – Planning and Booklook

Name:

Department:

Year Group:

Ability:

Completed by:

Planning

| | Question | Yes/No |
|-----|--|--------|
| 1. | Planning is submitted for, at least three, prior lessons | |
| 2. | Planning is appropriate, differentiated and meets the needs of all learners, including challenge and support for all | |
| 3. | Addressing misconceptions is planned for | |
| 4. | Opportunities to check learning are planned and are appropriate | |
| 5. | Marking is timely | |
| 6. | Assessment stickers are up to date | |
| 7. | Feedback is positive and motivational | |
| 8. | Actions to support learning are identified | |
| 9. | Student response leads to the development of skills, knowledge and understanding | |
| 10. | Learners complete an appropriate quantity of work | |
| 11. | Presentation meets expectations, or is it being addressed and having an impact | |
| 12. | Books are well organised (sheets are stuck in books etc) | |
| 13. | Misconceptions identified and addressed through marking | |
| 14. | Subject spelling, punctuation and grammar are checked and correct. | |
| 15. | PLC's show regular, meaningful assessment is being used to develop students examination readiness | |
| 16. | Evidence of improvements in the development of skills, knowledge and understanding (SKU) in the books of underachieving students | |

Action _____

Response _____

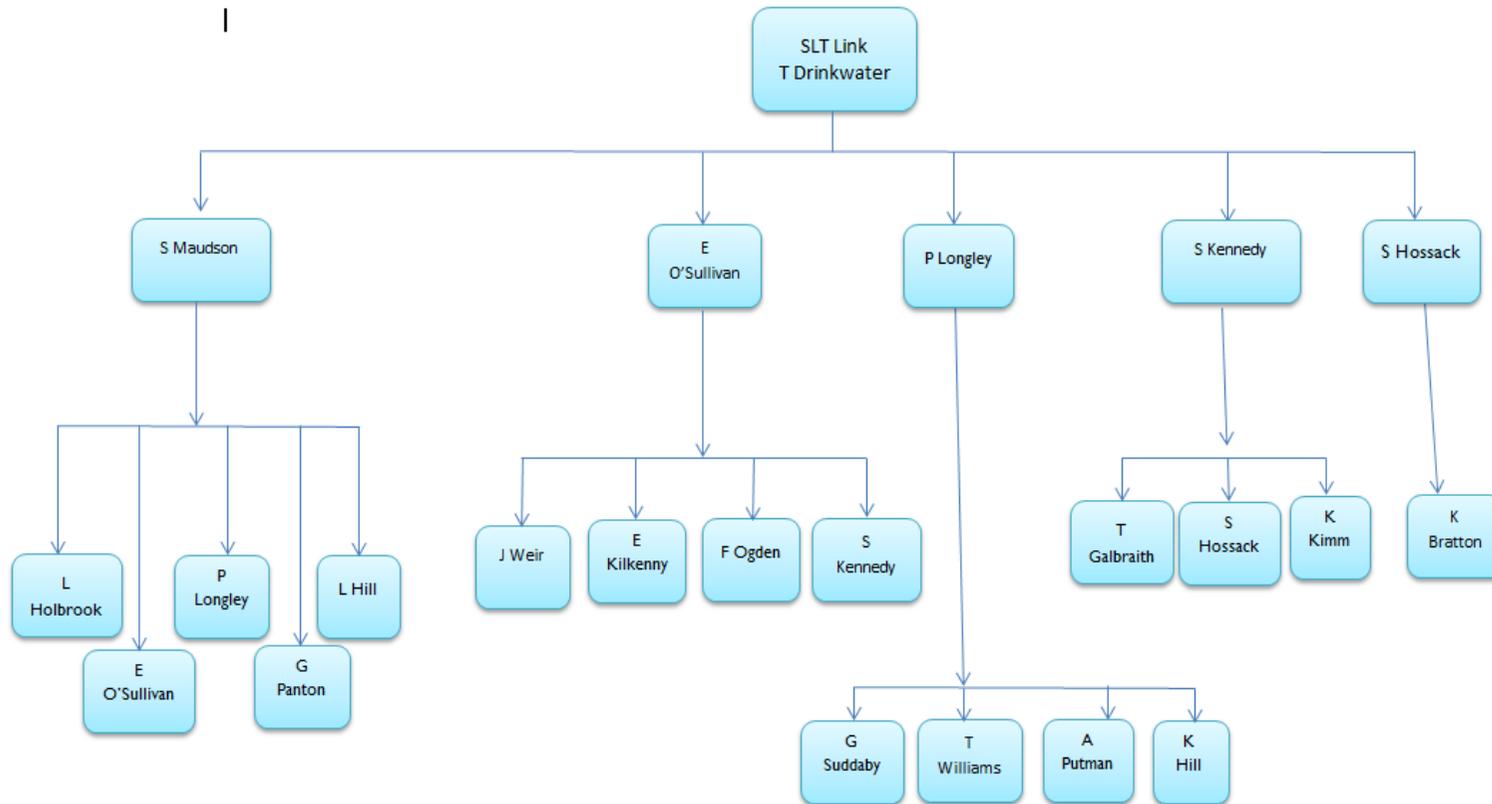
Example Marking Schedule

Marking Schedule for

| Week beginning | Monday | Tuesday | Wednesday | Thursday | Friday | |
|----------------|--------|---------|-----------|----------|--------|--|
| 3/9/18 - A | | | | | | |
| 10/9/18 - B | | | | | | |
| 19/9/18 - A | | | | | | |
| 24/9/18 - B | | | | | | |
| 1/10/18 - A | | | | | | |
| 8/10/18 - B | | | | | | |
| 15/10/18 - A | | | | | | |
| 22/10/18 - B | | | | | | |
| 5/11/18 - A | | | | | | |
| 12/11/18 - B | | | | | | |
| 19/11/18 - A | | | | | | |
| 26/11/18 - B | | | | | | |
| 3/12/18 - A | | | | | | |
| 10/12/18 - B | | | | | | |
| 17/12/18 - A | | | | | | |

Example QA Flow Diagram

ENGLISH



QA Cycles - 2018-2019

In order for Rikki to set up the QA cycles to open and close when we want I need to provide him with the dates of the cycles for the year.

Agreeing these now will enable Rikki to do part of the set up work over the summer holiday. I have created cycles that are two weeks for the first two terms then lengthened the cycles as we get closer to exam time. More than 65% of our colleagues will be on reduced QA from September 2018 onwards.

The dates run from Saturday to Saturday.

| Cycle | Dates | School days in cycle | Notes |
|-------|---------------------------------|----------------------|--|
| 1 | 5th September to 28th September | 18 | Colleagues will FAR mark after 4 lessons therefore avoids NA as a judgement. Can still look earlier at books and planning for colleagues who are new if QA leads wish. |
| 2 | 29th September to 13th October | 10 | |
| 3 | 14th October to 27th October | 10 | Leads up to half term |
| 4 | 28th October to 17th November | 10 | In reality cycle starts on 5th November after half term. |
| 5 | 18th November to 1st December | 10 | |
| 6 | 2nd December to 21st December | 15 | Longer cycle closer to Christmas. Closure on 21st allows for termly analysis over the Christmas break |
| 7 | 22nd December to 19th January | 10 | Cycle covers Christmas break |
| 8 | 20th January to 2nd February | 10 | |
| 9 | 3rd February to 16th February | 10 | |
| 10 | 17th February to 9th March | 10 | In reality cycle starts on 25th February after half term. |
| 11 | 10th March to 23rd March | 10 | |
| 12 | 24th March to 6th April | 10 | Cycle closes |
| 13 | 7th April to 18th May | 13 | In reality cycle starts on 23rd April and incorporates May Day. Cycle extended. |
| 14 | 19th May to 15th June | 15 | Straddles half term. Cycle extended. |
| 15 | 16th June to 6th July | 15 | Cycle extended |
| 16 | 7th July 19th July | 10 | QA Shuts down on July 19th |

SLT Marking / Planning Review

Department: _____

SLT Staff Member: _____

Member of staff being reviewed: _____

Date: _____

| Book Look | Yes/No |
|---|---------------|
| Does the SLT link agree with the book look judgements? | Yes |
| Where applicable, the areas of the book look judgements that the SLT link disagree(s) with are detailed below. | |
| Very well marked books with detailed DIRT work. | |

| Planning Look | Yes/No |
|--|---------------|
| Does the SLT link agree with the planning look judgements? | Some |
| Where applicable the areas of the book look judgements that the SLT link disagree(s) with are detailed below. | |
| I could only see two lesson plans / power points | |

| |
|--|
| <u>F</u>eedback (what is positive) |
| Thank you for QA ing these books |
| <u>A</u>ction (next steps to be taken to further develop QA feedback) |
| Please correct me if I have got the two plans submitted issue incorrect |
| <u>R</u>eview (how will the impact of actions be reviewed and when?) |
| Next QA |

Elvin Centre: QA STAFF GUIDANCE SHEET

When you complete the QA form please ensure you click the radio button for:

If the QA has been taken for the Elvin Centre please select below

Elvin Centre

Please enter the Email of Director for your curriculum area:

Question:

Planning is submitted for, at least three, prior lessons

Planning must be complete as usual and submitted. Details will be need to ensure that key (if not all) students are detailed in the plan.

Planning is appropriate, differentiated and meets the needs of all learners including challenge and support for all

Planning should cover all learners and will be sharper for Elvin students.

Addressing misconceptions is planned for

As with usual lesson planning. This might be at a more rudimentary level.

Opportunities to check learning are planned and are appropriate

Will be frequent based on smaller groups and type of student.

Marking is timely

Many books are marked each lesson, small cohort sizes mean this is possible. Every other lesson is reasonable.

Assessment stickers are up to date.

These should be on all books so students understand their current level of progress

Feedback is positive and motivational

FAR marking and the use of the FAR stamp should be used. FAR marking should take place, on average, once every other lesson. This is possible due to smaller class sizes and the need for students to have differentiated actions and the requirement to show progress in books.

Actions to support learning are identified

See above. The actions should be understandable by the student, differentiated and take around ten minutes to complete.

Student response leads to the development of skills, knowledge and understanding

It is key that the student response meets these requirements in terms of skills, knowledge and understanding. It is important that the QA reviewer understands that the response might be limited in comparison to other students; however this should not mean that the expectation should be low.

Learners complete an appropriate quantity of work

QA Leads will need to ensure that a correct judgment is made on this question, students in the Elvin centre might produce less than students not in the main Academy.

Presentation meets expectations or is being addressed and having an impact

The standard of presentation should be similar to that of other students in the mainstream Academy. Failing this the class teacher should be seen to make corrections and set students tasks to improve the presentation of their work.

Books are well organised (sheets are stuck in books etc)
Misconceptions identified and addressed through marking

This should be possible to show on a regular basis. Students need to be given the opportunity to reflect on the mistakes and misconception that occur.

Subject spelling, punctuation and grammar check and correct.

This should happen on a regular basis but not necessarily for all lessons.

These will be provided to the students and should be updated on a regular basis eg every four lessons.

PLCs show regular meaningful assessment is being used to develop students

These will be provided to the students and should be updated on a regular basis eg every four lessons.

Evidence of improvements in the development of skills, knowledge and understand (SKU) in the books of underachieving students.

This will probably apply to most if not all of the students.

Quality Assurance Improvement Plan

Name: _____ Date: _____ Compliance Percentage: _____

| Issues leading to no judgement | Discussed/ Agreed Yes/No | Further action needed |
|---------------------------------------|--|------------------------------|
| | | |
| | | |
| | | |
| | | |

Quality Assurance Improvement Plan

Name: A Brown Date: 8.2.18 Compliance Percentage: 84.3%

| Issues leading to no judgement | Discussed / Agreed Yes/No | Further action needed |
|---|--|---|
| Hand in two lesson plans. On a number of occasions only 2 plans have been handed in | Y | NA |
| Marking is timely. Too often you are marking every fifth or sixth lesson. This needs to be, overall, every four lessons. Please ensure that you have activities that lead to FAR marking and these are done every four lessons, at least. | Y | NA |
| Actions that lead to student progress. The actions you are setting are not leading to students' progress. Avoid comments such as "underline titles" and "complete missing work". Use the sheet sent by Chay Bell on "suggested ideas for Action for Progress" to create actions that lead to progress. | Y | Look for or request the sheet from Chay Bell Look in Hilary's year 10 books for some good examples. |
| Meaningful homework is set which supports the development of skills, knowledge and understanding. I could not easily see homework and it does not seem to be on your lesson skeletons. | Y | Label up homework and ensure it can be easily seen. Ensure homework is set and marked as per the school policy |

Appendix 2 - Grammar advice

| Punctuation | Comments |
|-------------|---|
| . | Full stops should be used at the end of every completed sentence, not merely at the end of the final sentence of a paragraph or section. Exceptions are when it is replaced by a question or exclamation mark. |
| , | Commas should be used to separate simple items in a list. For example: She bought bananas, apples and grapes. Note there is no comma to separate the final two items. Commas should also be used for splitting up clauses. |
| ? | Question marks should only ever come at the end of a sentence that is question. <u>Under no circumstances is it ever permitted to use more than one question mark consecutively.</u> |
| ! | Exclamation marks should be used sparingly. They are only ever really appropriate when used to show a speaker who is excited, shocked or shouting in a creative piece of work. <u>Under no circumstances is it ever permitted to use more than one exclamation mark consecutively.</u> |
| ... | Ellipsis or suspension marks should only ever be used by students to show they have omitted certain unnecessary or irrelevant words or phrases in quotations cited in essays. <u>Suspension marks should never be used to indicate the passage of time, such as in: He waited...Five minutes later.</u> |
| : | 1. Colons can be used to introduce items in a complex list. For example: In the street, she met: John, the shepherd from New Zealand; George, the Madagascan tennis player; and Mike, her next door neighbour. 2. The colon introduces the logical consequence , or effect, of a fact stated before. For example: There was only one possible explanation: The train had never arrived. 3. The colon can be used where the sentence after the colon in some way clarifies, explains or exemplifies the one before the colon. John could not speak: He was drunk. |
| ; | In the example above explaining the use of the colon, we saw the following sentence which used semi-colons: In the street, she met: John, the shepherd from New Zealand; George, the Madagascan tennis player; and Mike, her next door neighbour. The semi-colons were used here to separate items in a complex list where the items themselves contained a comma. |

| | |
|--------------------|--|
| <p>' --</p> | <p>Apostrophes should be used to show possession:</p> <p>These are Sarah's shoes.</p> <p>Where the noun is in plural form, the apostrophe should come after the s:</p> <p>The dogs' tails were wagging.</p> <p>This is a good sentence to use to demonstrate how the apostrophe must come after the s. The alternative would be nonsensical:</p> <p>The dog's tails were wagging.</p> <p>Apostrophes should also be used to show omission e.g. She did not care what they thought of about her becomes: She didn't care what they thought about her.</p> <p>A common error made by students who are unsure of correct apostrophe use is to use an apostrophe when writing plural nouns, where no apostrophe is necessary:</p> <p>There were lots of dog's in the streets.</p> <p>An apostrophe is also used for omission e.g. do not = don't. The apostrophe replaces the missing letter. If you are unsure – write the words out in full.</p> |
| <p>" ____"</p> | <p>Inverted commas should always be used where direct speech is written, or where exact words are quoted from a text.</p> <p>When used for dialogue, inverted commas should introduce and follow only the words spoken, not the entire sentence in which the dialogue is written. So:</p> <p>"I love dogs," she announced. ·</p> <p>"I love dogs she announced." X</p> <p>Note that in correct usage, the comma, question mark or exclamation mark comes inside the closing speech marks.</p> <p>Singular inverted commas are used for the title of a book or film e.g. 'Romeo and Juliet'</p> |

Appendix 3 - Presentation Expectations

- Hand writing should be neat and legible
- All lines should be drawn with a pencil and ruler
- All dates and titles should be underlines

- All graphs and diagrams should be completed in pencil and where appropriate a ruler.
- Learners will only write in black or blue pen (unless completing DIRT improvements which are to be completed in green pen).