

Doncaster UTC: Marking and Feedback Policy

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Status	UTC Specified
Responsible Committee	Local Governing Body
Author	Senior Vice Principal
Target Audience	All Stakeholders
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**SHAPING CAREER:
FORGING FUTURE!**



Doncaster UTC Marking and Feedback Policy

“Words are singularly the most powerful force available to humanity. We can choose to use this force constructively with words of encouragement, or destructively using words of despair. Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble.” – **Yehuda Berg**

Expectations

Marking and Feedback must:

- be regular enough to have clear and demonstrable impact on students' learning
- provide all students with live feedback in lessons, in order that misconceptions are corrected immediately
- help the pupil to make progress towards their targets
- inform future planning
- encourage reflection between pupil and teacher
- build confidence and self esteem
- help pupils understand what they are aiming for and how to improve
- encourage pride in their work

Teachers will;

Use PIN marking to give students detailed feedback.

P – Praise/Positives

In this section staff will identify what a student has done well in a particular piece of work.

I – Improvements

In this section staff will identify what a student needs to do to improve the work further and, in some cases, achieve the next grade/level.

N – Next Steps

In this section staff will give students instructions on what to do next.

E.g. Re-draft for home learning acting on my feedback.

Linked to the steps outlined above teachers will also ensure the following:

- give frequent oral and written feedback so that pupils know how well they are progressing and what they need to do improve further
- aim for a ratio of 70:30 live marking, so that students receive swift, effective feedback and workload is reduced
- ensure that feedback is incisive to focus on improving students' knowledge and skills
- give positive feedback that shows pupils where they have done well. This may include strategies such as achievement points, postcards home and positive phone calls.
- promote a learning environment in which it is 'safe to fail' and in which we learn from our mistakes
- model the expected standards of work as often as possible emphasising the importance of reflective and critical thinking in order to develop resilience
- demand a high standard of presentation that reflects a strong pride in their work
- phrase comments as questions or prompts to stimulate each pupil to take the next steps in the learning process



- give personal feedback and address the pupil by their chosen name
- refer to learning outcomes and success criteria when giving written feedback
- Mark and address misconceptions with literacy. This should regularly include comments on spelling, and where necessary punctuation and grammar. Students should be given time to reflect and correct any mistakes.
- regularly use peer and self-assessment so pupils become immersed in, and confident with, the assessment criteria
- set aside regular opportunities for Dedicated Improvement Reflection Time (DIRT), this is an expectation post assessment material, in order to allow students to improve their response to examined material.
- involve pupils in taking increasing responsibility for checking and improving their own work.
- tell pupils if work is unacceptable due to lack of effort and make clear to the pupil that we know they are capable of more than they have shown. There should be clear expectations and agreed consequences if these are not reached.
- be sensitive and acknowledge small steps and effort in regard to SEND pupils and low ability pupils

Marking and Feedback Checklist

- Does marking support and challenge your pupils?
- Have pupils acted on and responded to the marking? (N -Next Steps)
- Have you commented on the skills, knowledge and understanding? (P-Praise I-Improvements).
- Is the target grade for the pupil at the front of their book?
- Is the 'PROUD' sticker on the pupil exercise book?
- Can you clearly see if progress has been made over time?
- Is there sufficient work in books to show the pupil's journey towards their target?
- Does the work link well to the expectations of the curriculum?
- Is there sufficient evidence of different activities/learning experiences to show breadth and depth of pupils' learning?
- Is there evidence of pupil's self-assessment or peer assessment?

Curriculum Directors will;

- ensure that the Marking and Feedback Policy is effectively implemented
- ensure that there is clear and demonstrable impact of marking and feedback through regular, focused quality assurance activities
- ensure that success criteria are prominent in classrooms and books
- quality assure the marking within the curriculum areas to motivate pupils and have a positive impact on self-esteem.

Senior leaders will;

- ensure the Marking and Feedback Policy is shared and understood so that all stakeholders have ownership over it and understand the expectations
- ensure that the Marking and Feedback Policy is effectively implemented
- monitor that Middle Leaders are consistently checking the quality of marking and feedback in their areas, and are holding their teachers to account
- monitor the impact of marking and feedback through regular, focused quality assurance (by subject and vulnerable grouping)
- monitor and evaluate the link between marking/ feedback and overall outcomes

