CHELTENHAM BOURNSIDE SCHOOL

Policies

Contents

1. Rationale

Cheltenham Bournside School fully recognises the importance of effective marking and feedback to support student learning and maximise progress. This policy aims to ensure a consistent approach to the way learning is marked and feedback provided.

2. Aims

2.1 For Students:
2.11 To support effective learning by ensuring that students:

- know their FFT20 target grade
- are aware of their current rate of progress in each subject, in relation to their target grade and through effective feedback, the necessary knowledge, understanding and/or skills required to bridge any gap
- know and understand any assessment / success criteria being used
- are encouraged and motivated through the respect given to their work and the celebration of their achievement.

2.12 Feedback to students should be:

- **Meaningful -** The dual purpose of feedback is to advance student progress and to inform teachers' planning. Therefore, the type and frequency of this feedback will vary depending on the age group, subject and piece of work.
- **Manageable –** The frequency and complexity of written feedback, as well as the cost and time-effectiveness of providing it, will be significant considerations in deciding on the most appropriate mechanism for feedback.
- **Motivating –** Feedback should motivate students to progress. An important aspect of this is to acknowledge students' work.

2.2 For Teachers:

2.21 To inform planning for future lessons
2.22 To measure the academic progress of individual and groups of students to inform feedback
2.23 To benchmark the progress of individual and groups of students against national standards (FFT20), given the level of progress that students' prior attainment would predict

2.3 For Parents:
- To be informed of their son/daughter's academic progress in each subject
- To be able to monitor their son/daughter's progress and standard of work.

3. Supporting Procedures and Practices:

3.1 During lessons, a key question / title is used by teachers to share the purpose of the lesson
3.2 Students are assessed in-line with the agreed subject assessment plan
3.3 A common language is used when teachers FAR mark student's work

3.31   The most important literacy mistakes are corrected in key pieces of work and/or highlighted and the following codes are suggested:

Spelling errors = *Sp* and/or key word written correctly
Capital letter = missing capital is circled
Does not make sense = ??
Paragraph = //
Missing word = ^
Grammar = Gr
Punctuation = P

3.32   Errors resulting from misunderstanding are addressed by being marked incorrect and then providing an 'action', which addresses the misconception

3.33   Praise should be specific and linked to assessment criteria that aids students' progress.

3.4   For all students, some of their work will be marked by a teacher, individually, in small groups or through whole class feedback, who will then provide an opportunity for the student to respond to this feedback. This approach is called FAR (Feedback, Action & Response) and is outlined below:

3.41   Student work is marked in written form using FAR, and is done so as follows:

Feedback – In order to motivate and encourage students' learning, teachers will provide a feedback comment on the work that emphasises the positive aspects and what they have done well. This will be in green pen if written.

Action – As a means to clarify or challenge students' learning, teachers will provide a specific subject-related task that will be focussed upon the further development of knowledge, understanding and/or skills.

Response – This is the students' responsibility and if written will be in red pen. It is evidence of how students have engaged with the teachers' written or verbal feedback in order to make progress. There will be time allocated by teachers in lessons to respond to the feedback.

3.42   A piece of work will be marked, using the approach described above, **at least once, in every 10 lessons a student has in that subject.**

3.43   Feedback on a piece of marked work will be provided as soon as possible, this would normally be within 2 school weeks. Students will then respond to the written action(s) provided in red pen.

3.44   Marking can be conducted live in the lesson, this immediate, and more often than not oral feedback, which is diagnostic, identifies specific areas to improve. Pupils will engage and act on this feedback, personalised to them, by both the teacher and TA in their red pen. This allows for immediate feedback to be given to the student.

3.45   Although brief feedback would comply with the expectations, there will be times when more detailed feedback is required. The detail of the feedback and actions should be commensurate with the length, extent or sophistication of the task.

3.46   There is no expectation that the teacher will make a comment on the response given by the pupil to the original action.

3.47   All departments will have a standardised assessment and moderation schedule that students will follow that allows grades to be awarded accurately to chart progress and attainment.

3.48   In Core PE and Education for Life the feedback and actions will almost always be verbal.

3.49   Staff in all departments (that use exercise books) will check them for quality of presentation. This will usually be during a lesson 'live' and in the moment. The check will usually be a verbal reminder and may not contain a written comment.

3.5   The time scales and type of feedback provided for any work submitted for public examinations and/or requiring internal and external moderation, will depend on the regulations specified by the examination board and OfQUAL.

3.6   A range of student performance indicators, are formally reported to parents three times per year.

3.7   Parent/Teacher Consultation Evenings are held online using the school system as follows:
Once per year: Year 7, 8, 9, 10 and 12
Twice per year: Year 11 and 13

4   Quality Assurance

4.1   The role of the Head of Department (HOD)

4.11   The HOD will play a key role in monitoring the quality and standard of marking and feedback to students. This may be done through recorded lesson walks, book scrutinies, and department meetings throughout the academic year.

4.12 Parents / carers should contact the Head of Department in the first instance if there are any issues or concerns over assessment and feedback.

4.2   The role of the Senior Leadership Team (SLT)

4.21   The SLT line manager should work alongside each HOD that they line manage during the year to quality assure the quality and standard of assessment and feedback to students.

4.22   The member of SLT with responsibility for teaching and learning will ensure that all of SLT use a consistent framework agreed annually to quality assure across departments.

Annex 1

Policy questions

There are four key Equality and Diversity questions that must be addressed prior to releasing school policies are as follows:

1. Can we demonstrate that the effects of this policy on pupils and employees with protected characteristics has been assessed?

The policy is equally applicable to employees with protected characteristics e.g. in point 3.31 where the codes are 'suggested' and in point 3.43 where feedback will 'usually' be completed in the allotted timeframe.

2. Does this policy make it clear how complaints about this policy in relation to protected characteristics can be raised?

Point 4.12 means any issues will be directed to the HoD who will understand the protected characteristics of the staff member concerns and will review the concerns in conjunction with the SLT link.

3. Have we considered what adjustments would be needed to minimise any negative effects on those with protected characteristics?

No adjustments would be required for the application of this policy to those with protected characteristics.

4. If the policy is likely to impact those with protected characteristics, have we sought their views before approving this policy?

Because the policy mentions the possibility of amending working practices (see point 1 in this annex) this policy is not likely to impact those with protected characteristics more than those without.

This policy should be read in conjunction with the Special Educational Needs Policy and Accessibility Policy.