Lincoln Minster School

Marking and Feedback Policy

1. Policy Statement

This policy is written in support of the school's aims and vision, namely to bring out The Best in Everyone, ensuring that our students are happy and achieve, and in that order. This policy should be read in conjunction with the school aims and the school's Curriculum policy. The school recognises that highly effective marking and feedback are essential elements with the learning cycle and therefore this policy sets out clear expectations and guidance for the application of marking and feedback within lessons at Lincoln Minster School.

Lincoln Minster School is fully committed to ensuring that the application of this Marking and Feedback Policy is non-discriminatory and encourages respect for other people, paying particular regard to the protected characteristics set out in the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is reviewed annually or as events or legislation change requires.

Reviewed By	A Sandbrook; Deputy Head - Academic
Date	September 2024
Reason for Change	Updates to procedures since September 24 review
Next review date	September 2025

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2. Rationale

The school's approach to marking and feedback takes into account education research which overwhelming supports that fact that marking and feedback, when used in an effective fashion, helps students to accelerate their progress. For example, the Education Endowment Foundation's meta-analysis of the various research studies conducted on marking and feedback, estimates that, when used effectively within teaching practice, this can lead to +0.6 months of progress. The key findings from the meta-analysis are as follows:

- Effective marking and feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

- Marking and feedback can be effective during, immediately after and some time after learning.

- Marking and feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.

- Marking and feedback should not be limited exclusively to written marking. Studies of verbal feedback show a high impact (+7 months).

- It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

3. Aims

Therefore the school's approach to marking and feedback aims to be guided by the following key principles:

- **Consistency:** to establish an exceptional standard of marking and feedback expectations must be clear for all staff and these expectations need to be met consistently. It will help staff to support each other and share 'best practice' approaches more easily. This also ensures a consistently excellent experience for students and, when students frequently encounter familiar and consistent strategies, will help to lower cognitive load when engaging with feedback.

- **Individuality:** at the same time, our strategies need to adapt to meet the unique needs of each individual discipline and subject. We do not believe one approach for one subject will necessarily work perfectly for every other one. Therefore each Faculty will design and adapt each strategy to ensure that they simultaneously meet the needs of individual disciplines whilst also maintaining certain core consistencies.

- **Sustainability:** for marking and feedback processes to be effective and to be adhered to with regularity, they must be sustainable. We consider carefully the balance between positive impact and workload when deciding which strategies to implement and how often.

- **Visibility:** this is key to maintaining consistency. Some of our more formal marking mechanisms provide a very clear visual 'signal' for students, teachers and parents. These will then act as key milestones for all stakeholders to be able to easily refer back to.

- **Helping students to Progress:** ultimately this is the goal of all or our marking and feedback. It is not to 'prove' to anybody that we have fed back and never 'for the sake of it'. It must be designed and implemented so that students can be clear about what has gone well, what might be improved upon and is linked to opportunities that allow students to make those improvements.

4. Expectations

In light of these guiding principles, our expectations for all teachers are as follows:

- **Formative 'Green Sheet' and/or green pen 'deep marking' every half term:** In every subject, students will receive at least 1 'green sheet' of formative feedback and/or 'deep marking' each half term (see Implementation section for more details). This might typically take place in weeks 3-4 of a scheme of work.

- **Summative 'Yellow Sheet' every term:** In every subject, students will receive at least 1 'yellow sheet' of summative feedback each term (see implementation section for more details). This might typically take place towards the end of a term.

- **A range of additional effective marking and feedback strategies utilised at teacher discretion:** We would anticipate that a number of other highly effective marking and feedback strategies will be utilised at the teacher's discretion through the year. Ultimately feedback and marking should be regular and ensure that students are clear about their current progress, what they are doing well and what they need to do to progress.

All teacher comments within exercise books or on pupil work are to be in green pen. Meanwhile pupils must make improvements in purple pen.

5. Implementation

In terms of implementation, the following marking and feedback strategies can be categorised in the following fashion:

Strategies utilised in every lesson	Strategies utilised on a half-termly basis	Strategies utilised as and when appropriate (non-exhaustive)
Do Now Activity Plenary Activity	Formative Feedback 'Green Sheet' and/or green pen 'Deep Marking'	Live Marking Marking for Literacy Deep Marking

	Summative Feedback 'Yellow Sheet'	Instant Feedback (including Verbal Feedback) Peer Assessment Self Assessment

The following activities, which form integral parts of the LMS Core, would be expected to take place in every lesson:

Type	**Do Now Activity**
What it involves	- Provides a rapid-fire opportunity to assess students' prior learning, particularly with regards to key information that might be required for this lesson - Takes place at the beginning of all lessons - Might take the form a short quiz or test although teachers are encouraged to use a variety of highly engaging and challenging approaches - Particularly useful in allowing teachers to identify any key areas of foundational knowledge that might be crucial to revisit before progressing with the next segment of learning
Frequency	When appropriate
Evidence	Pupil interviews, learning walks
Additional notes	Teachers are encouraged to use an approach that helps to ensure that **all** pupils must actively think during the plenary and to engage with the activity (e.g. rather than a select few engaging with this via hands-up)

Type	**Plenary Activity**
What it involves	- Provides a rapid-fire opportunity to assess students' progress during the lesson - Takes place at the end of all lessons - Might take the form a short quiz or test - Alternatively, it might encourage pupils to self or peer assess against a given set of criteria - Particularly useful in allowing teachers to revisit what has/hasn't been grasped and might inform planning for future lessons
Frequency	When appropriate
Evidence	Pupil interviews, learning walks, drop-ins
Additional notes	Teachers are encouraged to use an approach that helps to ensure that **all** pupils must actively think during the plenary and to engage with the activity (e.g. rather than a select few engaging with this via hands-up)

The following strategies will be implemented by every teacher, every half term for every one of their pupils:

Type	**Formative feedback 'Green Sheet'**
What it involves	Teachers will have designed specific 'green sheets' for their subject that will have been shared with the Head of Faculty (principle of **Individuality**)

	• **All** 'green sheets' <u>must</u> have the following consistencies: WWW (What Went Well), EBI (Even Better If) and Quality of Communication, which includes literacy and presentation (principle of **Consistency**)
	• Teachers provide a green sheet to every pupil with detailed whole class feedback (principles of **Sustainability** and **Visibility**)
	• The sheets should provide clear and specific guidance on the common areas of strength and areas for improvement and teachers should support students to use these to analyse their own work and to identify both strengths and aspects for improvement.
	• Teachers help to explain the feedback and design explicit opportunities for pupils to reflect upon their feedback and to make improvements (principle of **Helping Students to Progress**)
Frequency	Once per half term, typically in weeks 3-4 of each half term.
Evidence	Green sheets will be stuck into pupil exercise books.
Additional notes	Teachers may also disseminate the Green Sheets digitally. The digital versions must also be green (**Visibility**, **Consistency**) and should operate in the same fashion as the paper versions, as detailed above.

Type	**Summative feedback 'Yellow Sheet'**
What it involves	• Teachers will have designed specific 'yellow sheets' for their subject that will have been shared with the Head of Faculty (principle of **Individuality**)
	• **All** 'yellow sheets' <u>must</u> have the following consistencies: WWW (What Went Well), EBI (Even Better If) and Quality of Communication, which includes literacy and presentation (principle of **Consistency**).
	• They will also give a clear summative grade/mark so that students can see their level of attainment.
	• Teachers provide a yellow sheet to every pupil with detailed feedback (principles of **Sustainability** and **Visibility**) so that they can see what they have done well at and the aspects that require further attention.
	• Teachers help to explain the feedback and might also design explicit opportunities for pupils to reflect upon their feedback and to make final improvements (principle of **Helping Students to Progress**)
Frequency	Once per half term, typically in weeks 5-6 of each half term.
Evidence	Yellow sheets will be stuck into pupil exercise books.
Additional notes	Teachers may also disseminate the Yellow Sheets digitally. The digital versions must also be yellow (**Visibility**, **Consistency**) and should operate in the same fashion as the paper versions, as detailed above.

The following strategies might be employed by teachers at their discretion and whenever they deem appropriate. Please note that this list is not exhaustive:

Type	**'Deep' Marking**
What it involves	• Teachers will give clear individualised, written feedback to pupils identifying elements that are particularly strong and <u>why</u> they are effective (e.g. 'Imaginative use of adjective - good')
	• Improvements will be specific and actionable.
	• There should be opportunities to improve within the learning cycle.

	• Comments should be as specific as possible.
	• Teachers should use 'WWW' and 'EBI' at the end of the marking in order to give a clear concise overview for the student and to highlight key area(s) to focus upon.
Frequency	When appropriate
Evidence	Comments in exercise books
Additional notes	Teachers are minded to carefully consider when/if 'deep' marking might be more appropriate instead of whole class feedback. For example, whole class feedback might include more opportunities for reflection and for students to carefully analyse their own work and their fundamental approaches to it. However, Deep Marking might be particularly useful when improving and refining a specific piece of coursework, for example.

Type	**Instant Feedback**
What it involves	• The teacher plans tasks that are designed to give them instant feedback (e.g. using mini whiteboards, actively monitoring books, questioning strategies) so that they can gauge progress effectively and adapt the lesson accordingly
	• Verbal feedback might typically be given so that students can make rapid improvements based upon this.
	• Teachers will be mindful about ways in involving Learning Support Assistants to support specific students, in order to help act upon the feedback.
	• Teachers might pause the learning to address key misconceptions or issues and to ensure that this is addressed in an effective fashion.
Frequency	When appropriate
Evidence	Drop-ins, learning walks, notes in books (including live marking), pupil interviews
Additional notes	Teachers are minded to carefully consider when/if 'deep' marking might be more appropriate instead of whole class feedback. For example, whole class feedback might include more opportunities for reflection and for students to carefully analyse their own work and their fundamental approaches to it. However, Deep Marking might be particularly useful when improving and refining a specific piece of coursework, for example.

Type	**Self/Peer Assessment**
What it involves	• Pupils take part in a structured assessment of their own (or another pupils') work utilising a clear scaffold/set of criteria
	• 'Best practice' suggests that the teacher might develop an agreed set of criteria with the class and then students assess the work based upon this.
	• Whenever possible, students should have immediate opportunities to act upon the feedback that they have received.
Frequency	When appropriate
Evidence	In books, pupil interviews
Additional notes	Providing a simple slip or proforma to help structure this activity can be particularly helpful in order to help scaffold pupil's approach to this and to ensure that this is done in a thorough and methodical fashion.

Type	Live Marking
What it involves	• The teacher establishes a clear success criteria for a specific piece task/activity – this is visible to students and has been explained to them. • Whilst pupils work upon the activity, the teacher circulates and reviews student work. • The teacher gives very simple immediate feedback (e.g. place a mark next to a particular sentence) • The feedback should not give the pupil the answer but instead be designed to get them to refer back to the success criteria against their work and look to make an immediate improvement.
Frequency	When appropriate
Evidence	In books, learning walks, drop-ins
Additional notes	Providing a simple 'key' for students that maps against some success criteria can be very helpful. E.g. there are two success criteria on the board, numbered 1 and 2. If the teacher writes a 1 with a tick next to a sentence, it indicates they've met success criteria 1. If the teacher instead writes a '1?' then this would indicate that they haven't quite met success criteria 1 in that particular piece of work.

Note: a separate boxed row above the table reads:

> The teacher might also model this activity to students beforehand in order to establish expectations.

6. Marking for Literacy

Developing pupil's literacy is the responsibility of every teacher in the school and is vital in ensuring that pupils can succeed academically. With that in mind, both Formative and Summative Feedback will always refer to 'Quality of Communication' and will give clear indications of common errors that pupils will need to address and there will be opportunities for students to address these.

The school also does not use literacy codes for literacy marking as they do not differentiate between different kinds of error or ways of correcting. For example, a code which specifies that a spelling mistake must be underlined or given an 'S' in the margin doesn't recognise the different ways in which pupils misspell, and the different teaching responses these might require – if any.   See Appendix A for examples of this approach.

7. Digital/online marking

The same principles and expectations apply to all digital/online marking and teachers may adopt these strategies digitally rather than on paper. For example the Green and Yellow sheets can be disseminated digitally and all the same principles and expectations apply for this approach.

8. Quality Assurance Processes

Every half-term there is a week, identified in the school calendar, for Quality Assurance activities which will include various forms of work scrutiny (e.g. pupil interviews, lesson drop-ins, book/work scrutinies).   This is overseen by the Deputy Head Academic, working with the Heads of Faculty. During that week there is a designated meeting for these members of staff to meet together and to review their findings, identifying areas of particular strength and any areas of practice that might benefit from further focus and development.

Appendix A: Examples of Effective Marking for Literacy

Taken from an article by James Durran entitled 'Marking for Literacy – Problems with Codes' on effective literacy marking strategies:

Marking for literacy should be a part of teaching. We have decided not to use literacy codes for literacy marking as they don't differentiate between different kinds of error or ways of correcting. For example, a code which specifies that a spelling mistake must be underlined or given an 'S' in the margin doesn't recognise the different *ways* in which pupils misspell, and the different teaching responses these might require – if any.

Highlight in blue (or underline) any spelling or punctuation mistakes in their writing.

1. For laziness, just pointing it out might be appropriate with exclamation marks in the margin.
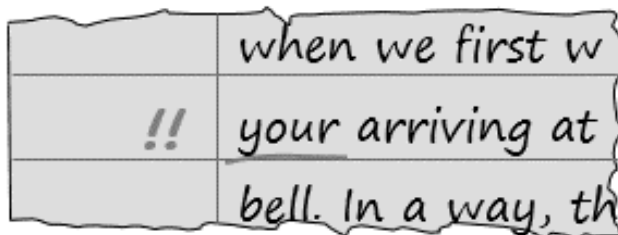
2. If it's an inaccurate guess, then comparison with another word might help in the margin.
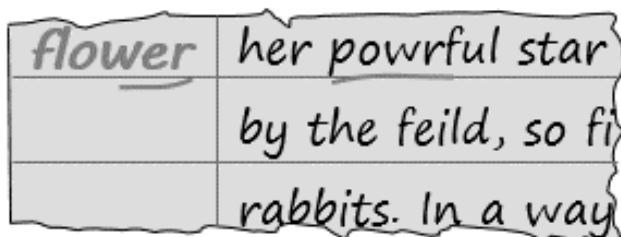
3. Or they may need reminding about a pattern in the way words start or end.

rapier	the galceir will e
frontier	millennia. Howev
	melting. This wil

4. A student may benefit from a reminder about letter order.

	her pouerful star
ie/ei?	by the feild, so fi
	rabbits. In a way

5. They may need pointing to the composite meaning of parts of the word.

photo (light) synthesise (make)	plant using light
	fotosinthesis, wh
	energy, which th

6. If it's a word which they just need to learn, then maybe make them find it out by putting two question marks in the margin.

rapier	the galceir will e
frontier	millennia. Howev
	melting. This wil

7. If it's a word which they just need to learn or their expression is not clear, then highlight (underline) that part within their writing and put question marks in the margin to make them find it out or make them re-write that part.
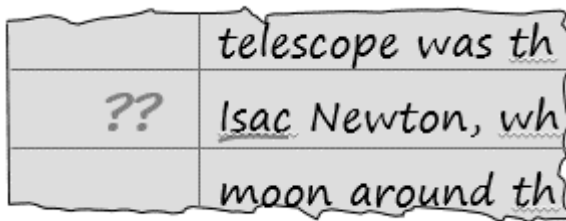
One reason teachers don't use a code is because they realise that it is too unrefined to be properly useful, and they don't have the time (there and then) to be as attentive, as diagnostic and as elastic in response as they know they need to be.

3 They shouldn't be necessary

Arguably, if a student has handed in work with these sorts of error, then it isn't finished. Why haven't they proof-read it? If they have, do they know how to do this properly? A classroom culture in which work is simply not regarded as ready for handing in unless it has been proof-read is more powerfully *supportive* of students than one in which teachers simply do this for them. I have seen this work well, although usually confined to a particular teacher or department. A whole-school 'proof-reading policy' might be transformative.*

4 They wrongly define 'literacy'

These codes are often introduced and named as 'literacy' marking policies. In fact, they are just about spelling, punctuation and grammar, which is only a small part of literacy. Subject specialists are usually only too aware that this is not the most important point of intersection between their own subject and 'literacy'. That, of course, is the *language* of their subject – the words and the forms through which it is understood and through which it is communicated.

'Marking for literacy' (or feedback for literacy) should be about all aspects of expression and communication; subject specialists should be 'marking for literacy' because (and in such a way that) it benefits and relates to their subject discipline – not because of a policy. This principle should be made explicit to students, too:

Remember, scientists need to be able to communicate with precision, so…

A historical argument is not convincing if the spelling is erratic.

Complex ideas can only be expressed clearly if you use commas properly.

Technical terms have to be spelt correctly.

As with any policy or formal set of expectations, a 'marking for literacy' policy will only be as good as the reflection, discussion and training with which it is introduced and supported. Teachers and teams of teachers need to spend time understanding and agreeing what literacy means *in their subject*, and the implications of this for how feedback and marking operate in *and for* their subject.