



Joseph Leckie Academy

Feedback Policy

Approved by JLA Trust Board: 02/2023

Last reviewed on: 02/2023

Next review due by: 02/2024

1. Rationale

1.1 Joseph Leckie Academy feedback procedures support the teaching, learning and assessment to develop motivated, independent and reflective learners.

1.2 Quality feedback needs to be meaningful, manageable and motivating and should give students the opportunity to improve their work and make progress.

2. Expectations

2.1 All students in all curriculum areas should receive regular feedback on their learning through teachers' marking, self-assessment (SA), peer assessments (PA), Teaching Assistant (TA) marking and/or verbal feedback.

2.2 This policy does not apply to feedback on coursework/formal internal assessments where exam board requirements must be followed.

2.3 **We do not** expect teachers to provide written comments on every piece of work.

2.4 All students in all curriculum areas should act on feedback through completion of tasks and corrections, these should be done in green pen.

2.5 The minimum feedback requirement is as follows:

- All formal mock exams must be standardised, marked and moderated.
- All end of topic/unit assessments must be marked with feedback.
- All assessments should be followed by a green pen/feedback activity/lesson where possible. This can be written or verbal.
- All other feedback can be given via live marking, verbal feedback, self-assessment, peer assessment, TA assessment, group/presentation work feedback and/or all assessment for learning methods in lessons.

2.6 Additional Guidance:

- Where an end of topic assessment does not fall within a half term, an alternative piece of work must be teacher marked and feedback given. This could be an extended piece of writing, an exam question of appropriate length or a mid-unit assessment.
- The number of assessed pieces of work should be directly proportionate to the curriculum time within each subject area. For example, a subject area that teaches 4 periods a week should aim to mark at least 3 pieces of assessed work within a half term, compared to a subject area that teaches 1 period a week should aim to mark at least 1 piece of assessed work within a half term.
- Any written feedback should be in line with the whole school Literacy Policy.
- A teacher may re-set unsatisfactory work for students to re-do. Exceptions to this may be some examination work, teachers will adhere to the relevant examination marking guidance. This may well be done through whole class feedback time or individual starter activities.
- For all assessment pieces, for students requiring access arrangements or where the teacher believes a student may require access arrangements such as the use of additional time, a reader or scribe or larger font etc. This will be clearly indicated on the front of the paper. This must be signed by the scribe/reader (TA). For students having extra time in the exam this should be clearly visible/indicated on the paper. For

example, it is recommended that after the normal allowed time, the student uses a different coloured pen so that it is clearly visible what they did in this extra time.

2.7 Feedback for assessment tasks/mock exams, should be given within two weeks of the completion deadline.

2.8 Where a lesson is covered for long term absence (over two weeks) cover staff will feedback on work in line with the agreed policy above and with advice, guidance and support from the Head of Faculty (HOF)/Head of Department (HOD)/ Key Stage Leader (KSL). This should be done in purple pen.

2.9 All cover staff should monitor work during the lesson and provide constructive feedback to ensure students make appropriate progress in their work. Cover supervisors should feedback either verbally or in writing using purple pen, for example; checking work for SPAG (Spelling, Punctuation and Grammar), presentation, correcting basic factual inaccuracies or marking work with the given mark scheme as appropriate in the lesson.

3. Teaching Assistants/Peer/Self-Assessment/Student responses

3.1 Where Teaching Assistants, peer and self-assessments are used to inform students, this should be clear in students' books/work using the appropriate coloured pens and PA/SA codes. TA marking should not account for more than 50% of the overall feedback on student work.

3.2 Where students are acting on feedback/making improvements, this should be done in green pen.

3.3 Teachers are encouraged to plan opportunities for self and peer assessment as well as reviewing previous marking and acting upon this to improve their current or future work. There will be evidence of this in future work after marking.

3.5 Work that is self or peer assessed should be signposted using the marking codes SA and PA and will be in green pen.

3.6 Where Teaching Assistants assess work, this will be done in purple pen.

4. Mock/Assessment Marking

4.1 Mock examinations should be marked using levelled mark schemes and assessment objectives in line with examination board expectations. *Please refer to assessment Policy.*

4.2 Exam scripts should be annotated using assessment levels and objectives and a final mark/percentage/grade should be awarded. *Please refer to 2021 exam marking guidance document.*

4.3 Grade boundaries will change on an annual basis and it is the HOD/KSL responsibility to review and set grade boundaries according to national expectations and professional judgement.

4.3 An advised approach to mock and assessment marking can be found in the 2021 exam marking guidance document that are in line with how exams are marked on a national basis.

5. Literacy

- 5.1 All written feedback should include literacy, such as SPAG. Literacy marking can be subject specific e.g. Geography will check for Geographical SPAG errors.
- 5.2 Teachers and Teaching Assistants should mark for literacy using the whole Academy Literacy Codes.
- 5.3 During green pen feedback lessons students should make improvements for literacy as well as content.

6. Estimates/Levels/Grades

- 6.1 Academy estimates should be indicated on the front of student's books and/or assessment folders and trackers.
- 6.2 Current levels should be clearly tracked on either assessment trackers and available either in an assessment folders or on computer screens.
- 6.3 Teachers should keep a record of assessed work in either staff planners or online trackers to inform data entry. *Please refer to the assessment policy.*

7. Homework Feedback

- 7.1 Homework should be checked for quality and accuracy. Feedback to homework can be written or verbal and via teacher, peer or self-assessment.
- 7.2 All exam question-based homework should be marked with feedback either by the class teacher or peer/self-assessment.

8. Monitoring of Feedback

- 8.1 All HOF/HOD/KSL are expected to monitor their subject teachers' feedback through the calendared half termly work scrutiny.
- 8.2 Work scrutiny should be completed using the proforma on SharePoint and kept in the departments subject area on SharePoint. Link Leaders will have access to work scrutiny on SharePoint.
- 8.3 Work scrutiny will focus on the quality of work, feedback, assessment, progress and curriculum implementation (sequencing of work).
- 8.4 Work for work scrutiny can be selected from a variety of sources. Mocks and assessment can be used during assessment periods if appropriate and work/feedback may be seen during drop-ins.
- 8.5 KS4/5 assessments should be kept for the duration of the course. KS3 assessments of the previous academic year should be kept until Christmas.
- 8.6 Link Leaders will monitor this and support and intervene as required to improve the quality of feedback as necessary.

9. Academy Codes Used

9.1 Staff may make use of stamps/stickers/codes in feedback, such as those suggested below.

9.2 Common Marking Codes:

WWW	What Worked Well
EBI or T	Even Better If or Target for improvement
✓	Checked and correct
Red Pen	Teacher Marking
Green Pen	Student self/peer and acting upon feedback
Purple Pen	Teaching Assistant Feedback/Cover Supervisors (except long term absence)

9.2 Literacy Marking Codes:

Error	Symbol	Mark in Work
Spelling	Sp	Underline problem area
Capital Letter	—	Underline letter
Paragraph	//	//
Grammar	G	Wavy line under problem area
Unclear/Clarification	?	Underline area of question or concern. Make a note where appropriate

9.3 Exam marking codes:

Annotation	Meaning
L1/L2/L3 etc.	Answer has achieved Level 1/2/3 etc.
AO's	Assessment Objectives seen.
SPAG	Spelling and Grammar mark.
EVAL	Evaluation.
SEEN	Information seen but no mark achieved.
NAQ	Not answered question.
BOD	Benefit of Doubt.
ID	Identification of Point.
AN	Analysis.