

ENFIELD GRAMMAR SCHOOL



MARKING AND FEEDBACK POLICY

Approved by: Standards Committee

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Next review due by: December 2025

EGS Marking and Feedback Policy

EGS recognises the pivotal role of meaningful feedback which has been found to lead to 6 months additional progress per year per student.¹

This policy draws on the findings of *Eliminating unnecessary workload around marking*, a report by the Independent Teacher Workload Review Group (March 2016).

EGS agrees that 'effective marking is an essential part of the education process' and recognises that other forms of feedback are equally valuable in promoting student progress.²

Marking

At EGS, we ensure marking is 'meaningful, manageable and motivating.'³

1. Meaningful

Marking serves a single purpose – to advance pupil progress and outcomes. We ensure marking is meaningful by providing clear and specific targets for improvement on key pieces of work.

Subject areas identify the key pieces of work which are marked in detail by the teacher.

The marking of a piece of work should create more work for the student than the teacher. Time for Reflection, Improvement, and Progress (TRIP) will be given following the marking of a key piece of work during which students are expected to respond to feedback and improve their work.

At EGS, all teachers are teachers of literacy. Any written work marked by the teacher will use our Literacy Marking Codes (see appendix 1) to identify literacy errors. In addition, errors in the spelling of subject specific vocabulary will be identified by teachers as they look through the students' book. Students are expected to correct their errors during TRIP time.

Our marking will also acknowledge how well students are adopting our 'Beautiful Books' guidance (see appendix 2) which encourages students to take pride in their work and ensure exercise books are a well-presented and organised resource for revision.

2. Manageable

We do not expect all student work to be marked by the teacher.

Subjects which teach students up to and including 3 times per 2 week cycle will mark in detail at the very least 1 key piece of work per half term. Subjects which teach students more frequently will mark in detail at least 2 key pieces of work per half term. The feedback given will be formative in nature so that students can use it to improve future work.

¹ Education Endowment Foundation *Teacher Toolkit* www.educationendowmentfoundation.org.uk (June 2021)

² The Independent Teacher Workload Review Group, *Eliminating unnecessary workload around marking* (March 2016), p.5.

³ *ibid.* p.5

The targets set for students following the marking of key pieces may be provided through coded marking (see glossary) or highlighted mark schemes.

In addition, we routinely use live marking as a time efficient and immediate way to provide meaningful feedback and acknowledge the work of our students (see glossary).

Understanding of student progress will be enhanced by other Assessment for Learning strategies such as knowledge tests and hinge questions. Marking will be supplemented by other forms of feedback (see 'Other Feedback' section).

3. Motivating

We agree that, 'an important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.'⁴

We teach and encourage students to check their own work by facilitating an understanding of the success criteria, presented in an age appropriate way, so that they complete work to the highest standard. We know that providing extensive feedback in response to work which students have not checked sufficiently, detracts from their responsibility for their own learning, particularly in editing and drafting skills.

As well as targets, key pieces of work will be marked with specific positive praise. Verbal praise and live, written praise will also be deployed routinely during lessons. Effective praise will recognise successful processes, progress and specific aspects of learning outcomes allowing students to replicate that success in future work. We recognise research which suggests that praising intelligence, insincere praise and over-praising can be detrimental.⁵

Teachers will also recognise excellent work, progress and 'Beautiful Books' using our merit system.

Other forms of feedback

Peer Assessment

Peer assessment, at its best, can improve students' understanding of success criteria, help them to become more engaged in learning and develop their interpersonal skills.⁶ At EGS, we are mindful that peer assessment needs to be very carefully planned and modelled for students in order to be effective. Students need to be provided with specific success criteria on which to base their feedback so that unhelpful and/or insensitive feedback is avoided.

Verbal feedback

The EEF reports that verbal feedback has an effect of 7 months progress per year and as such, teachers at EGS routinely provide students with verbal feedback as part of our classroom practice.

⁴ *ibid*, p.10

⁵ Carol Dweck, 'The Perils and Promises of Praise', *Best of Educational Leadership* 8 (2008) 34-39
Kent D Harber, 'Feedback to Minorities: Evidence of Positive Bias', *Journal of Personality and Social Psychology* 74 (1998) 622-8

⁶ Stuart Boon, 'Using peer assessment as an effective learning strategy in the classroom,' *Impact*, 8 (2018)

We circulate while students are engaged in independent practice to talk to students about their work.

Self-Assessment

At EGS, we teach students to assess their own work as a tool to support metacognition and self-regulation, approaches which have a positive impact of 7 months' progress per year.⁷ Effective self-assessment is formative and involves students monitoring their processes and outcomes in order to make adjustments that deepen learning and enhance performance.

Quality Assurance

Quality assurance activities include Learning Walks; lesson observation; and work scrutiny at department, Heads of Department, SLT and governor level. **We record findings on a Google Form which is sent to the member of staff concerned.**

During Learning Walks, we ask students what they need to do to improve. If students are able to articulate specific, personal, subject related targets and how they will meet them, we know that feedback has been successful.

We recognise not all marked work will be found in exercise books (it may be online or in folders). Teachers should signpost other marking for the colleague undertaking a scrutiny exercise.

⁷ Education Endowment Foundation *Teacher Toolkit* www.educationendowmentfoundation.org.uk (June 2021)

Glossary

Coded marking

Rather than writing out targets, teachers may provide students with a code e.g. a letter, which corresponds to a target shared with students. The students write out their targets and respond as directed.

Formative feedback

Formative feedback is feedback which provides students with guidance on how to improve subsequent work.

Hinge questions

A hinge is a point in a lesson when a teacher needs to check whether or not students have grasped a key concept and are ready to move on to study another.

A hinge question is a diagnostic tool which a teacher employs when their students reach the “hinge” point. Students’ responses provide the teacher with valuable evidence about what their students know, don’t know and need to do next.

Hinge questions are usually multiple-choice and effective hinge questions include several wrong options which are nevertheless plausible and closely related to the right answer. The best “wrong” options also uncover common misconceptions or false assumptions.

Live marking

Live marking takes place during lesson time and may involve the teacher circulating and engaging in dialogue with students about aspects of their work or the teacher sitting with a student to engage in a longer dialogue while other students are engaged in independent practice.

Whole class feedback

Whole class feedback may involve the teacher reading the work of the class and, rather than writing individual targets, identifying common misconceptions or knowledge gaps. The teacher plans the next lesson to address these common areas for improvement and to share models of excellence.

Quality assurance

Quality assurance refers to systematic measures designed to evaluate the effectiveness of educational provision.

Time for Reflection, Improvement, and Progress (TRIP)

Time given in class or as home learning for students to respond to feedback and improve work.

Appendix 1

Literacy Marking Codes

Code	Meaning	Student Action
Sp	Spelling mistake	You must rewrite the correct spelling 3 times
P	Error in punctuation	You must add in or correct using the right piece of punctuation
G	Error in grammar	Re-read this section and correct by writing above or below
^	You are missing a word here	Add in the word/s you are missing to make your sentence make sense
www	This section doesn't make sense	Re-read the section and correct by writing above or below
RD	Please redraft this section	Re-write this section in full underneath your work



Beautiful Books for Learning

Dear Student,

It is important that you focus on the presentation of your learning in your exercise books. You use your books to record and demonstrate your learning. They are your revision guides to prepare for your exams when learning independently at home. They will also show how much effort you put in your learning and how resilient you are.

The following are the school's expectations regarding how to present your learning in your books:

- On the front cover of your book, you will write your name in full, the name of your class, the subject and the name of your teacher.
- You will always write the date in full on the left hand side on the top line.
- Leave a line before writing the title. The title must be underlined with a ruler.
- You will write on every page.
- You will write down to the end of the line and to the last line of the page.
- You will write using a black or blue pen.
- You will respond to your teacher's feedback and do your own corrections using a green pen.
- You will use a pencil when drawing shapes, diagrams, graphs etc
- You will write neatly and clearly, paying attention to the formation of your letters and to the correct spelling.
- You will use your highlighters to highlight key terminology.
- You will cross out mistakes with one line, using a ruler.
- You will stick all worksheets neatly in your books.
- You will follow your teacher's instructions carefully when signposting your learning.
- You will treat your books with respect- no doodling and no ripped or bent corners of pages.

