



PUDSEY GRAMMAR SCHOOL

EST.1905

Marking and Feedback Policy

*This policy has been agreed by the Governing Body of
Pudsey Grammar School*

Rationale

This change to the marking policy is intended to achieve two principal aims:

- 1) To help to reduce staff workload and increase the effectiveness of marking
- 2) To limit any possible spread of infection that may arise from marking exercise books

Principles and Theory: Whole Class Feedback

We have drawn on findings from research and good practice from other schools. Whole class feedback is an approach inspired by the research of Daisy Christodoulou that found traditional marking to be both ineffective in helping students to make progress and extremely time consuming for teachers.

The approach is simple. Teachers look briefly at the work of the whole class and identify common misconceptions. In a feedback lesson, these are shared with the class and, following modelling and re-teaching, the students then embark on Red for Reflection work.

Whole class feedback

We will not be permitted to take student books in and mark them. Instead teams will take one of the following approaches to key assessments (three weekly or half termly key pieces)

- Where assessments are completed on paper in class, these may be marked by teachers according to the guidance below but only after they have been quarantined for 48 hours. There must be a further period of 48 hours quarantine before assessments are returned to students.
- Where assessments are completed on, or uploaded to, google classroom teachers may use the platform to undertake their whole class feedback.

The following process will allow more time for the planning of the feedback lesson where teachers can model, share good examples and re-teach content where necessary. It is important that students should spend a significant amount of time redrafting or improving work during and following the feedback lesson. A step by step explanation of the process can be found below.

Step 1: Set Up	<ul style="list-style-type: none">● Identify the piece of work to be marked. This should appear in the department Scheme of work.● Students should undertake proof reading and self-assessment before submission.
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Step 2: Collecting work	<ul style="list-style-type: none"> ● Students place assessments on one desk as they file out of the classroom ● Cover and quarantine assessments for 48 hours ● <u>OR</u> - work uploaded to google classroom
Step 3: Read	<ul style="list-style-type: none"> ● Staff read every piece of work. ● Using the whole class feedback template, staff collate class misconceptions, common issues and examples of success. ● Cover and quarantine work for 48 hours
Step 4: Plan	<ul style="list-style-type: none"> ● Teachers use the findings from marking to plan the next lesson. Modelling, additional explanations and sharing good examples will be key elements of the feedback lesson.
Step 5: Response	<ul style="list-style-type: none"> ● Stick assessments in books ● Stick feedback in books quickly. In most cases, this will involve use of the feedback sheet or target banks. ● Feedback lesson addresses common misconceptions through using examples of student work. ● Students spend extended time on improving, redrafting or problems solving. (Red for reflection work).

Frequency of feedback

KS5 - Once every three weeks/Twice per half term (no change)

KS4 - Once every three weeks/Twice per half term (no change)

KS3 - Once every 10 lessons but not less than once per half term.

PSHEE - Once per half term using 'fancy feedback' proforma

Homework

Teachers may ask for evidence of homework (photographs) to be uploaded to google classrooms to demonstrate completion.

Mobile phone access

The overwhelming majority of students will have access to a camera phone in school or at home. Year teams will work with families where lack of technology presents a barrier to learning and demonstrating completion of homework.

Marking mock examinations

We recognise that teachers will need to mark paper examinations. Examinations should be collected in and left undisturbed and covered for 48 hours. Guidance suggests that, at this point, it will be safe to undertake marking. The whole class feedback method should also be employed with examination papers.

Quality Work

The school is rightly proud of the improvements in presentation, organisation and extended writing that have been brought about in recent years. It is essential that this progress is maintained.

At least once every three lessons, teachers should devote a few minutes to ensuring standards of presentation remain high. Students should be given a few minutes to:

- Underline titles and dates
- Stick in loose sheets
- Make corrections to SPAG with particular emphasis on subject specific vocabulary

Marking for SPG

Students should be given regular opportunities to correct errors in their writing. Students must be given time and support to address their own errors after every

assessment. Teachers must support this activity by displaying key words on the board and planning to address these mistakes as they arise.

Common subject specific spelling errors and errors in punctuation and grammar must be part of all Departmental feedback sheets.

Guidance

Govt guidance on school re-opening does permit taking home books though there is no specific guidance on marking.

'Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.'

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> Section 6

However, because books spend significant time in family homes, we feel it will further reduce an already very small risk if we mark only work that has been done on paper in classrooms.

Departmental Approaches

This policy recognises that each Department requires subtly different approaches to feedback. Working within the parameters of this policy, ***Department Leaders are asked to produce a simple guide to outline specific approaches within their team.*** The frequency of marking is not negotiable. ***The document should include:***

- Specific details on approaches to KS3,KS4, KS5 where necessary
- Outlines of how and when self-assessment will take place
- Key information on addressing subject specific issues: feedback on KS4 practical work /BTEC/ how and where feedback sheets will be posted on google classrooms for teachers of subjects who have already made the transition to remote marking.
- A copy of the feedback sheet

An example of an effective whole class feedback sheet can be found below.

This policy will be kept under review in 2020/21. Regular student voice and monitoring will help to determine the effectiveness of these changes and future direction.



Date	
Class	
Marking period	
Staff	

Topic/ Work marked	
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What went well?

Even better if?

Literacy/SPaG

Presentation

Incomplete work

How will you make progress?

Extra Challenge

Expert	Developing	High Risk
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