



PUDSEY GRAMMAR SCHOOL

EST.1905

Pudsey Grammar School

Marking and Feedback Policy

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

Signed by

Position – Chair of Governors

Feedback Policy

Principles and Theory: Whole Class Feedback

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

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. The piece should be identified in the department Scheme of work.● Students should undertake proof reading and self-assessment before submission.
Step 2: Collecting work	<ul style="list-style-type: none">● Books/assessments are collected in● OR - 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.
Step 4: Plan	<ul style="list-style-type: none">● Teachers use the findings from marking to plan the next lesson. <i>Modelling, additional explanations, exploring misconceptions and sharing good examples will be key elements of the feedback lesson.</i>
Step 5: Response	<ul style="list-style-type: none">● Stick feedback in books quickly. In most cases, this will involve use of the feedback sheet or target banks.● Feedback lessons address common misconceptions through using examples of student work.● Students spend extended time on improving, redrafting or problem solving. (Red for reflection work).

Frequency of whole class feedback and red for reflection activities

KS5 - Once every three weeks/ Twice per half term (per teacher of the class)

KS4 - Once every three weeks/ Twice per half term

KS3 - In all subjects, staff complete whole class feedback on a key assessment once per half term. In Y7-9 it is expected that teachers will employ live feedback and self and peer assessment strategies to ensure that students engage in regular reflection and improvement work.

PSHE - Once per term using the relevant proforma

Other types of feedback

While whole class feedback constitutes the cornerstone of our strategy, teachers will frequently take opportunities to provide verbal feedback, identify misconceptions and provide opportunities for peer and self assessment in lessons. The teacher feedback sheet should not be the only evidence of marking and feedback in exercise books.

Live feedback occurs when a teacher circulates while students are working, taking note of strengths, areas for development and misconceptions. This is then fed back to students through discussion and modelling in the classroom.

Students should also regularly self and peer assess in red pen according to success criteria or as part of a whole class activity led by the teacher.

Some Departments now have the opportunity to use online marking systems and AI generated feedback. While these are valuable and to be encouraged, they do not replace a piece of whole class feedback and the process outlined above.

Quality Work

The school is keen to maintain improvements in presentation, organisation and extended writing in recent years.

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 and regularly during class. Teachers must support this activity by displaying key words on the board, setting aside time in lessons to proof-read work and by planning to address mistakes as they arise.

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

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. Clearly outline what is best practice in the department.
- Outlines of how and when self-assessment/live feedback 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.
- Examples of good Departmental practice at each Key stage
- 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. Regular student voice and monitoring will help to determine the effectiveness of these changes and future direction.

Sample feedback pro-forma

Business Studies: Feedback Sheet									
	<table border="1"><tr><td>Date</td><td></td></tr><tr><td>Class</td><td></td></tr><tr><td>Marking period</td><td></td></tr><tr><td>Staff</td><td>SBS</td></tr></table>	Date		Class		Marking period		Staff	SBS
Date									
Class									
Marking period									
Staff	SBS								
<table border="1"><tr><td>Topic/ Work marked</td><td>Trial exams</td></tr></table>	Topic/ Work marked	Trial exams							
Topic/ Work marked	Trial exams								
What went well?	Literacy/SPaG								
Misconceptions/Extra Support required	Presentation								
Next steps	Spelling corrections								

