



The Eaglewood School

Marking and Feedback Policy

POLICY DETAILS

Subject and Version of Document:	Mark and Feedback Policy – 2025-26
Author:	Ms L Bilsborough
Persons/Committees consulted whilst document in draft:	SLT and Governing Body
Date Policy agreed:	Jan 2025
Date of next review/update and by whom:	The Eaglewood Governors, Jan 2026
Copy obtainable from and/or distribution:	PA to the Headteacher
Date document issued:	Jan 2025
Responsibility for dissemination to new staff:	Line Managers
Headteacher Target Audience:	All Staff; All Students; Parents; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Annually**.

Introduction

Please note that this policy aims to outline the school's approach to marking and feedback and will be developed and adapted where appropriate. Please feedback to your line manager any comments/suggestions.

What is feedback? 'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects'. *Education Endowment Foundation (EEF) Teacher Feedback to Improve Student Learning Guidance Report' (2021)*

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

As part of subject curriculum development work we will be following the recommendations outlined by the EEF 'Teacher Feedback to Improve Student Learning Guidance Report' (2021) using the key principles:

- Lay the foundations for effective feedback;
- Deliver appropriately timed feedback that focuses on moving learning forward;
- Plan for how students will receive and use feedback;
- Carefully consider how to use purposeful, and time efficient, written feedback;
- Carefully consider how to use purposeful verbal feedback;
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teaching uses a combination of these, choosing the best form as appropriate to the learning. The best feedback,

whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. With the advancement of technology there are different methods we can use which provide effective and purposeful feedback to students in a timely manner. The disruption in teaching and learning during the pandemic has resulted in significant changes to teaching and learning, it is essential that we embrace the positive opportunities from a technological perspective and continue to develop our pedagogical practices to develop feedback including the use of visualisers etc.

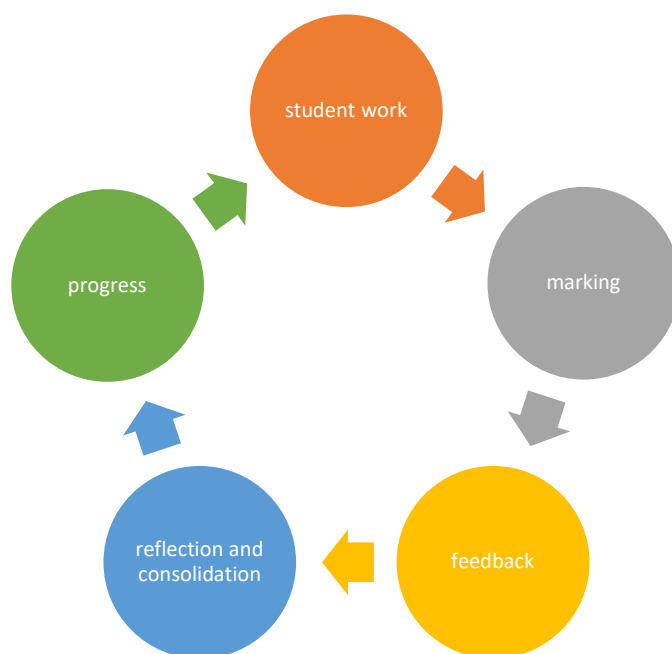
Rationale

- To create a policy that enables professional and consistent feedback opportunities for students to support them to make further progress and develop skills through their responses.
- To support the commitment to continuous improvement culture within the school through a policy that ensures timely, granular and receptive feedback opportunities.

Aim

- at The Eaglewood School, we have a culture where students receive timely feedback in an array of formats, that informs them on how to improve their knowledge, exploration and communication of ideas in order to make progress.
- As the most effective way of enabling learning, formative assessment feedback is an essential part of a teacher's planning process and is designed to provide students with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Teachers will provide formative feedback to students using a variety of learning strategies including; questioning, discussion, 1-2-1 conversation, whole class feedback, live marking, live review and summative (assessment) marking.
- Students will be supported in using feedback received to develop their learning, this includes understanding how to interpret feedback given to them, as well as how to provide peer feedback to others in their class.
- Distance feedback through summative assessment marking will be used when appropriate to aid retrieval practice, to check understanding and inform teaching, to identify different starting points/gaps and to allow focus for student reflection on learning.

- Evidence of student use of feedback will be visible in student books and improvements to work made by students in response to feedback received.
- Students should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.
- Departments will determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.



Policy use

- Departments will plan the curriculum to ensure that feedback opportunities are embedded across topic planning.
- Feedback will be an integral part of the teaching process and visible in lesson delivery; it will be precise, learning focused and timely. Booking checking weeks should be used to inform feedback planning.
- Feedback (formative) will be visible through the use of varied methodologies that are appropriate to the subject, topic and class being taught:
 - Question and Answer sessions (misconceptions / exploration).
 - Discussions (exploration / communication).
 - Live marking (walkabout marking).

- Live review (using a visualiser).
 - 1-2-1 conversation (short, directed at a small intervention within a topic).
 - Whole class feedback (activity / assessment).
 - Peer review (communication).
 - Non-verbal cues.
 - Distance marking (with live review).
- At certain points during topic delivery, departments may decide to complete a standardised assessment (summative) to help monitor student progress. Each subject area must complete an assessment with each student, each term and record the marks on the marksheet on Arbor. To maximise the value of these assessments to students, best practice would include;
 - Embedded retrieval activities throughout the scheme for learning regarding topic points.
 - Sharing of mark criteria with students prior to assessment.
 - Opportunity to peer mark aspects of assessment.
 - Teacher provides whole class feedback on key development themes & misconceptions of post assessment opportunity to complete a development question as a result of the teacher's review of learning.
 - Teacher data must be recorded on Arbor
- Assessment marking (summative) should be in line with department expectations usually not more than twice per half term although teachers may choose to complete practice questions as part of the topic as and when required.

Expectations

- Teachers should refer to marking criteria as they are giving each type of feedback.
- Each department will determine how feedback will look in connection to their curriculum planning.
- Students will be shown how to receive feedback effectively from peers and teachers so that they can communicate what they have learned and what they need to do to improve further
- There is no expectation that verbal feedback will be recorded.
- Feedback from the teacher may be individual or through whole class delivery.

- Students will be given planned opportunities to show their use of received feedback in their work and will be able to discuss these improvements when asked.
- Student will be able to recognise success and improvement as well as areas for development within their learning.
- Praise will be given to ensure students are aware of achievements.

Policy monitoring

- All teachers are responsible for the effective implementation of this policy within their lesson delivery and planning.
- The policy will be monitored through conversations with students and class teachers conducted as part of the whole school approach through our commitment to continuous improvement culture.
- Departments will monitor the use of the policy throughout the academic year.
- CPD will be available for all staff regarding the effective use of feedback with students and resources.
- Student work will be monitored as it will form an important part of the conversations with learners regarding their progress.

Policy Stakeholders

Students - to ensure that the feedback they receive enables them to make progress.

Staff - to enable them to use their professional judgement in how best to provide feedback in a timely, granular and receptive manner.

Leaders (SLT and MLs) - to ensure that student outcomes and teacher workload are protected.

Parents - to support them in understanding how feedback is provided to their children.

This Feedback Policy will be reviewed as and when appropriate during our first commitment to continuous improvement cycle.

Feedback should be offered on a weekly basis in every subject in the most appropriate form/s.

To ensure students regularly have written feedback to reference please ensure you adhere to the expectations below in regards to the physical marking of work.

Key Stage 3:

	Frequency
English	At least every two weeks
Maths	At least every two weeks
Science	At least every two weeks
ICT	At least every three weeks
Art	At least every three weeks
Food	At least every three weeks
PE	At least every three weeks
ASPIRE, Pathways	At least every three weeks

Key Stage 4 *:

	Frequency **
English	At least once a week
Maths	At least once a week
Science	At least once a week
History, Geography	At least every two weeks
ICT	At least every two weeks
Careers	At least every two weeks
Art	At least every two weeks
PE	At least every two weeks
Food	At least every two weeks
Aspire	At least every two weeks

* Year 11 Autumn Term Only. In spring and summer, Year 11 feedback varies due to the higher number of formal exams as well as the fact that many subjects start revision during spring term and as such may not use exercise books in the same way.

**When calendared formal exams are taking place, feedback within exercise books/online folders may be delayed.

Departmental Adaptations to the Policy

English

In English, students' progress is assessed, recorded, tracked and reported.

Marking and feedback will be given both written and orally with the purpose of advancing student progress and outcomes.

It is important to give feedback to all three strands in English: reading, writing and oracy.

Different forms of feedback will be appropriate in different situations but as a guide:

Verbal Feedback

This will be given most lessons either individually or to the whole class.

Written

Books should be reviewed weekly using whole school literacy codes as well as checking for neatness and pride in work and to ensure student focus.

Independent extended writing practice should be marked with WWW and EBI teacher comments.

These should be marked timely when possible but no longer than every two weeks. The EBI comment should be a learning question or request that students can complete under a 5-minute timeframe. The question should give students the chance to reflect and improve a skill from the task. For example, if the EBI is Capitals, ask the student to highlight 3 missing capitals. If the EBI is use more adjectives, select 2 nouns from their work for them to use.

Formal assessments should be marked once each half-term. Marks should be input onto Arbor for tracking.

Year 11 marking should be weekly, using whole school literacy codes and the GCSE or Functional Skills mark scheme. Students should know an approximate grade for each independent, extended piece they submit (they should know which level they are working towards).

Misconceptions identified through marking will be addressed through teaching and/or retrieval. Book scrutiny and sharing best practice will take place each half-term.

Mathematics

- As a department, we will endeavour to mark the majority of the work within the class. More formal feedback, either written or verbal will be given on a weekly basis. Due to the nature of the subject, there will be minimal feedback using the literacy codes on the Whole School Marking Code. The Maths Department will identify incorrect spelling of key mathematical language and highlight punctuation and grammar errors.
- In year 11 as we approach the exam season, the focus will shift to exam technique and past papers. This means the marking will shift to more verbal feedback and marking of exam papers.

Science

KS4

ELC and GCSE tests/questions/coursework will be marked to mark schemes. Grade boundaries will be adhered to throughout for informing. Grade boundaries are manufactured to be between 1 and 3% above recent highest grade boundary from AQA for specific GCSE papers. Students ARE aware of this.

Frequent in class feedback is provided. Class questions are in student's books and verbal or written comments are used to help improve/delve deeper or commend.

With KS4 most visual marking is past exam questions.

KS3

Students are given verbal and written comments during lessons or after. There are frequent mini quizzes (tests) to monitor progress/correct misconceptions. All official tests are marked to mark schemes and decisions on grading come from these.

Practicals are marked with ELC marking criteria in mind and split into components, with each component marked as follows:

0 not attempted

1 simple statement or correct answer chosen from options given.

2 some help provided to support student (e.g. table drawn for results).

3 completely independent and correct.

Components: planning, doing, results, graph, evaluation

ICT

- In KS4, students' folders are used for notes and revision of the ICDL topics and do not contain assessed work. This is all kept online and password protected.
- In KS4, summative assessments will take place termly to monitor student progress in regards to on track to pass or fail.
- In KS3, formative tasks will be built in as part of the units of work to monitor student progress and assessed by the class teacher.
- Assessments will receive written feedback and this will be printed and stored in the students' folders within the classroom.
- Students will be encouraged to use spell-checkers and grammar-checks on all computer documents before handing in and proof-reading work carefully, but this can be marked by the class teacher in a paragraph example and highlighted to show this particular part.
- As the majority of work in ICT is completed online, students will be encouraged to take pride in their work by storing it electronically in an organised way. Staff will periodically ask students to print off work and it will be stored in their folders in the classroom.

Physical Education

- In practical lessons the use of verbal feedback and peer-coaching takes precedence.
- Teacher assessment takes place at the end of each activity block.

Art

- Assessment and Feedback will be based around the 4 Assessment Objectives as set by the examination board (AO1,AO2,AO3,AO4).
- In KS4, teachers are not allowed to give written feedback on sketchbooks which are part of GCSE Coursework so feedback is given using an Assessment communication book that gives detailed feedback and clear targets, all in line with the Assessment objectives.

- Verbal/peer and self-assessment are integrated into every lesson.

Pathways

Units of work are monitored and measured against content and knowledge, and, literacy and oracy skills, criteria.

Student exposure to lesson content is paramount, with an emphasis on attaining student confidence scores.

Students are encouraged to make summary notes for personal reference, where teachers will further support and promote literacy.

Aspire

Students evaluate their Attitude To Learning (ATL) to support data reports.

Students can evidence their learning through portfolios or focus primarily on practical life skills.

Teachers will give guidance and/or feedback to further support EQ assessments completed each term.