



**Forge Valley School**  
**Effective Feedback & Marking Policy**  
**November 2018**

**Policy development:**

This policy has been developed by building upon our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and pupils and is accessible through the Forge Valley website.

**Governor Committee:** Standards Committee

**Ratified by Governors:** 2016

**Due for review:** Sept 2019

**Member of Staff responsible:** Donna Lee

Ratified by  
Chair of Governors

## Effective Feedback for Impact

### Rationale

The aim of this policy is to establish a consistent approach to feedback across the school, whilst catering for different subjects and age ranges. This policy should encourage quality feedback with impact, which clearly identifies gaps in learning, informs teachers, drives future planning, improves learner confidence and leads to positive pupil outcomes. It will recognise, encourage and reward pupils' effort, improvement and achievement whilst being accurate, timely and personalised according to individual needs. The frequency, speed and nature of feedback will depend upon the number of lessons per week and upon practical aspects of the subject. Each subject has their own tailored feedback policy.

### Key Expectations

#### Effective Feedback will:

- Be set against clear success criteria and may be written, verbal or ICT based. Where appropriate, written comments should be phrased as (EBI) questions.
- Enable pupils to become reflective learners and help them to close the gap between current and desired performance. It must be meaningful, manageable and motivating for all and may take the form of teacher, peer or self-assessment.
- Be provided during dedicated improvement and reflection time (**DIRT**), as appropriate, so pupils can respond to/ act upon feedback and so move their learning on. This should be completed in green pen.
- Provide opportunities for pupils to review their targets, with the aim of avoiding the same mistakes in subsequent work.
- Encourage pupils to mark their own work and the work of their peers. They should judge against clear success criteria provided by the teacher. The teacher should scaffold peer-marking and model marking expectations.
- Encourage high standards of presentation and literacy by reference to whole school codes (see below) and The Literacy Framework where appropriate.
- Verbal feedback is the most effective feedback and is part of every good lesson. Pupil progress is the evidence to show that verbal feedback may have taken place, this may be indicated with a 'v' in the pupil's book.

NB: There is no requirement for acknowledgement marking. Where appropriate, pupils will complete a minimum of one piece of extended written work per subject area, per half term. In addition to subject specific criteria, this will be marked using the literacy codes below and The Literacy Framework.

The whole school codes displayed below will be used to indicate achievement and literacy mistakes and errors. Subject areas may also use additional subject specific codes which will be shared with pupils.

ACHIEVEMENT CODES	<b>A</b> <b>Achieved</b>	The pupil has achieved his/her learning ambition and progress is as expected for that pupil.
	<b>PA</b> <b>Partially Achieved</b>	Part of the learning ambition has not been met. Progress is less than expected for that pupil.
	<b>NA</b> <b>Not Achieved</b>	The pupil has not met his/her learning ambition. No real progress has been made.
	<b>V</b> <b>Verbal Feedback Given</b>	Verbal Feedback Given. Pupils should immediately respond in green pen.

LITERACY CODES
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<b>S</b> Spelling mistake	<b>P</b> Punctuation mistake
<b>C</b> Capital letter needed	<b>?</b> Doesn't make sense
<b>//</b> New paragraph needed	<b>NAS</b> Not a sentence
<b>T</b> Tense is wrong	<b>^</b> Missing word

The whole school literacy framework will be used when extended writing tasks are set in lessons, assessments or in homework tasks. This will be guidance for pupils on what they are currently achieving in literacy and what they will need to focus on in order to move to the next level.

**Whole School Literacy Framework**

	<b><u>Capital Letters</u></b>	<b><u>Punctuation/Notation</u></b>	<b><u>Spelling</u></b>	<b><u>Paragraphs and Connectives</u></b>	<b><u>Use of Sentences</u></b>
<b><u>Mastering literacy skills</u></b>	<b>Consistent</b> use of accurate capital letters.	<b>Consistent</b> , accurate range of more ambitious punctuation/ notation is being used (and for effect if appropriate) throughout e.g. . , ; : - ( ) !	<b>Consistently</b> accurate spelling the vast majority of the time. All subject specific vocabulary is correct.	<b>Consistent</b> , accurate use of paragraphs create a cohesive piece of writing (may be used for effect, if appropriate). Use of connectives and discourse markers are seamless.	<b>Consistent</b> use of complex, compound and simple sentences. Confidence and competence is shown in their use.
<b><u>Securing literacy skills</u></b>	<b>Regular</b> use of correctly placed capital letters with infrequent mistakes.	<b>Regular</b> , accurate use of a variety of simple punctuation/ notation throughout e.g. . , ! : ;	Spelling is correct on a <b>regular</b> basis; there may be a few complex, irregular words spelt incorrectly. Developing accuracy in the spelling of subject specific vocabulary.	<b>Regular</b> , clear evidence of paragraphs. <b>Regular</b> use of connectives and discourse markers if relevant.	<b>Regular</b> and accurate use of simple sentences and a developing use of compound and complex sentences.
<b><u>Developing literacy skills</u></b>	<b>Some</b> controlled use of capital letters in the most obvious correct places (mainly at the start of sentences).	<b>Some</b> controlled use of full stops and commas.	<b>Some</b> simple, everyday words are spelt correctly.	<b>Some</b> evidence of separating ideas with paragraphs.	<b>Some</b> evidence of using simple sentences.

**Ambition**

**Endeavour**

**Success**