



**Forge Valley School**  
**Effective Feedback & Marking Policy**  
**September 2019**

**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:** Full Governing Body Committee

**Ratified by Governors:** October 2019

**Due for review:** September 2020

**Member of Staff responsible:** Gemma Driver



Ratified by  
Chair of Governors

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## 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. Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding. Research shows that the best form of feedback to enable student progress is in fact verbal feedback and lengthy responses from teachers often go unread. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. The 2016 report from the Education Endowment Foundation entitled ‘A Marked Improvement’ suggests that teachers should ‘mark less in terms of the number of pieces of work marked, but mark better’. This has helped us redefine our marking and feedback principles so students understand the next steps they need to take in their learning and address teacher workload.

### Key Expectations

- We see marking as planning. Assessment informs us of our impact and our next steps
- Timely feedback is provided to all assessments on the calendar (written and oral)
- We do not mark books unless we are clear of its importance and impact on student progress
- We never mark books due to a feeling of SLT compliance or parental expectations
- Routinely teachers should not be marking books outside of the classroom. Instead we engage in classroom dialogue and live feedback
- Focused written feedback and marking acknowledges students’ current levels of achievement and should help them take the next steps in their learning (e.g. WWW and EBI)
- Detailed written feedback should only be completed in response to 25% of the work students produce. We follow this process:
- Wherever possible code marking and whole class feedback, particularly that which involves verbal feedback are advised

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|  | <ul style="list-style-type: none"><li>• Staff allow students the time and opportunity to respond to formative written feedback and take the next steps in their learning. <b>This is often referred to as DIRT (Dedicated Improvement and Reflection Time)</b></li><li>• Students are involved in marking and checking their work <b>using green pen</b> – feedback should involve more work for the student than the teacher</li><li>• Departments share criteria and arrangements for marking (e.g. via displays, information in exercise books) with students and parents and in their personal department marking policy</li><li>• Marking is recorded (by the teacher) and moderated across the department (as appropriate)</li><li>• Marking includes a mixture of marks and levels/grades, written and verbal feedback</li></ul> |
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The logo for Forge Valley is a stylized, circular emblem composed of several overlapping, curved segments in shades of red, blue, green, and yellow, resembling a flame or a gear.

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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.

LITERACY  
CODES

<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

	<u>Capital Letters</u>	<u>Punctuation/Notation</u>	<u>Spelling</u>	<u>Paragraphs and Connectives</u>	<u>Use of Sentences</u>
<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**