



**Create Your World**

Cardiff West Community High School

Feedback and Marking Policy



**Reviewed by: V. Evans**

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## Introduction

Improving students' learning is our core business at Cardiff West Community High School. Our feedback and marking policy, specifically aligned with our Teaching and Learning principles, is designed to ensure that all feedback given to students during the learning cycle is effective, sustainable and time efficient in order to maximise learning. The rationale of this policy is underpinned by a range of evidence from current educational research to ensure that feedback and marking is meaningful, manageable and motivating. Ultimately, all feedback whether verbal or written must:

- inform student progress;
- have a positive impact on student outcomes;
- be an effective use of teachers' time.

This policy is designed to be 'user-friendly' guidance for teachers and HLTAs. All staff should mark in red pen. Pupils should use green pen to show their responses/improvements/amendments.

## Assessment for Learning:

This form of feedback should happen most frequently and may take a range of forms. At Cardiff West CHS we recognise the need for professional judgement in the form this might take. It is expected that all pupils will receive some method of feedback within most lessons. Feedback to pupils may look like the following (although this list is not exhaustive):

- Self-assessment (measuring against the L.O. and success criteria)
- Peer-assessment (measuring against the L.O. and success criteria)
- Verbal feedback from teacher or TA. **This should be the most frequent form of feedback.** (teacher to sign book. Pupil's action visible)
- Coded feedback (teacher uses shorthand code for pupils to identify corrections to complete e.g. literacy codes)
- Whole class feedback (pupils given DIRT time to actively engage in the general feedback given to a class)
- Yellow box marking (a focussed piece of active correction for a pupil to improve their work)
- Live marking (e.g using a visualiser) within a lesson enables teachers to create a learning dialogue that gives students concise, regular feedback that can be acted on immediately. It also allows teachers to give diagnostic feedback that zooms in on specific areas to improve.
- Online resources e.g. Seneca, Hegarty Maths are also a way to provide immediate feedback to pupils.
- Digital QR feedback such as Qwiqr so that pupils have voice notes to act upon.
- 'Five-minute flick': After the lesson, check a cross section of students' work completed that lesson across a range of abilities. Select one piece of work from a student that exemplifies common misconceptions/misunderstandings/mistakes. Type up or photograph it and display on board or use a visualiser to inform progress in the next lesson.

**The most crucial point regarding all feedback is that the pupils demonstrate they are actively engaging with the feedback given and are sustaining the learning points through their future work. This requires suitable time to be built into learning sequences – within lessons and across scheme of learning.**

## Marking:

Marking of key pieces of work or assessments should take place in line with Area/Departmental policy. The frequency of assessed work will depend on the amount of lessons within an area and may be dictated by examination policies at GCSE and A-Level. When deep marking takes place, this should give an **individualised** comment and target to the pupil. The format of which should be:


**WWW (what went well):** A comment reflecting what a pupil has done well that you want them to maintain in future learning.

**EBI (even better if):** A comment about how a pupil can improve further.

**CTG (close the gap):** this is where the pupil actively engages and responds to the EBI comment by correcting/amending/improving their work.

## Literacy marking

The following codes should be used at all times when marking literacy:

<h1>Marking Codes</h1> 	
<b>Sp and underline</b>	<b>Incorrect spelling</b>
<b>P and O around the incorrect punctuation or the space</b>	<b>Punctuation error</b>
<b>O around a letter</b>	<b>Capital letter used incorrectly or not used</b>
<b>Gr and wiggly underline</b>	<b>Grammar – tense errors, word order, general sense</b>
<b>^</b>	<b>Missing word</b>
<b>//</b>	<b>New paragraph</b>
<b>VV</b>	<b>Vary vocabulary</b>

No more than 5 literacy errors should be highlighted within a piece of work. Pupils should correct the errors. Literacy errors should be corrected as and when they are seen e.g. through live marking, when giving verbal feedback, during deep marking etc.

## Frequency of feedback and marking:

The feedback cycle is an ongoing dialogue between pupils and their teachers. Pupils should receive at least one planned assessment opportunity per half term.

## This policy should be used in conjunction with:

Teaching and learning policy – (objectives, success criteria, book expectations etc)

Assessment, recording and reporting policy – (whole school data entry and new CfW assessment)

Literacy, numeracy and digital competence policies – (expectations of skills development etc)