

Feedback & Marking Policy



THE
LONG EATON
SCHOOL

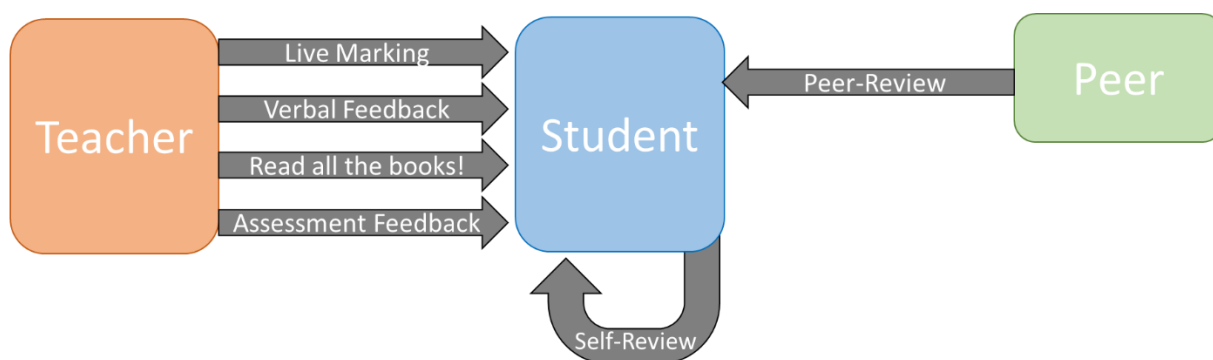


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Responsible Officer: Mark Kirkland (Vice Principal)

Introduction

Our feedback and marking strategy works to support students in knowing more and remembering more. At The Long Eaton School, we place significantly more emphasis on the importance of feedback, rather than marking in promoting high-quality learning for all students. The feedback that students receive will help them to consolidate their understanding and support them in applying content and skills to different scenarios. The feedback that students receive is both manageable and meaningful. It is manageable for teaching staff to complete in regards to their workload and is meaningful by providing maximum impact on student progress. Our strategy aims to provide clear and direct feedback, which will allow students to deepen their understanding and improve their achievement.

Below is an overview of our marking and feedback strategy:



Throughout every half-term, each student will receive various forms of feedback which are all aimed at promoting progress. Throughout a typical half-term, a class teacher will use live marking, verbal feedback, read all the book, and assessment feedback. Students will use self-review to review their own work, and they will also have work reviewed by their peers.

Suggest Frequency of Feedback

The suggested frequency of each feedback strategy is highlighted below, and states how often a feedback strategy will be used by teachers within lessons, and not necessarily how often an individual student will receive this feedback. Teachers will use their professional judgement regarding the application of the suggested frequencies.

Feedback Strategy	Suggested Frequency
Verbal Feedback	Every lesson
Live Marking – Sample (6-8 students)	Once every three lessons
Self/ Peer Review	When appropriate
Read all the books!	Once every half-term
Assessment marking	Following an assessment

Verbal Feedback

Teachers will use verbal feedback aimed at the whole class, groups of students or individual students. Verbal feedback will involve:

- positive praise
- supporting students in identifying their areas of development
- suggested areas of development
- supporting students in identifying actions for improvement
- clear instruction of how to improve (if required)

Verbal feedback is a common feature of every lesson and effectively supports students in deepening their understanding.

Live Marking

Live marking is used within lessons as best suited during the 'practise' and 'secure' phases of the lesson. The suggested frequency of live marking is once every three lessons and teachers will aim to live mark a small group of students during that lesson. Live marking will be completed by the teacher with red pen. Live marking will often be in the form of challenging students with an additional question, or supporting a student in redrafting an answer. Live marking can also take the form of praising student work and suggesting how they can improve their work. Spelling errors and misconceptions will also be identified during live marking.

Self and Peer-review

Self-review and peer-review are used within lessons to allow students to review their own responses or the responses of their peers. Teachers provide guidance of success criteria to support the accuracy of the feedback. Teachers will use professional judgement to decide when it is appropriate to use self or peer-review.

Read all the books!

Teachers have a 'Read all the books!' booklet for each group that they teach. Once every half-term, staff will read through either a whole topic, a sequence of lessons, a specific lesson or a particular task that students have completed. It will be pre-determined by Heads of Department as to what the teacher will read and give feedback on. As the teacher reads through the books they determine and note down the level of understanding within the group and whether there are any misconceptions. This strategy will allow teachers to identify the needs within their teaching group and inform future lesson planning. The subsequent lesson will feature feedback, which will enable students to redraft and improve previous work. This will be completed by students in green pen.

Assessment Marking

Following an assessment, students will receive feedback which informs them of their current strengths and areas in which they need to improve their understanding. The assessment outcomes will inform future lesson planning.