

Bishop Rawstorne Church of England Academy

Written Feedback Policy 2015 — 2016

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher, the Governing Body and Trustees of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date: May 2016
Next review date: May 2017
Reviewed by: Mrs E Gregory

Approved by the Deputy Headteacher — 17 May 2016

Vision

To have a consistent, selective approach to marking that provides students with clear and engaging personalised feedback to improve progress. To offer rigour, challenge and give students opportunities to advance their learning. To foster dialogue between students and teachers that shows individuals how to take action to improve progress but also celebrates achievement and values effort.

Procedure

Formative feedback will be provided regularly using the PAR system. There are three codes to share with the students:

- P Progress
- A Action
- R Response

Triple impact marking is sometimes integrated into this system by encouraging students to complete the **progress** statement *before* the teacher marks the work. The students may also ‘green pen’ their work for literacy *before* the teacher marks the work. The student **response**, after the work is marked, forms the final part of the ‘triple impact’. It is important that the students are prompted to give a **response** to the feedback in green pen and take **action** to improve or extend their work.

Some work may be more appropriately marked by awarding a score (e.g. 16/20) or GCSE grade (or number) in line with external mark schemes. However, the majority of work will be formatively marked using the PAR system.

Peer and self-assessment will form an integral part of this process. Students may be encouraged to complete the PAR statements for themselves or their peers. However, students may need support; scaffolded resources, prompts, and guidance to gain skills in reflecting and commenting on progress so that it is meaningful and able to have an impact on learning.

Homework and key assessment tasks may be marked. Classwork *may* be marked if the teacher thinks it is appropriate but there is no requirement for teachers to mark all classwork.

Both internal and external moderation may be needed within faculties to ensure consistent marking standards between different teachers.

Literacy

A whole school literacy policy is in place and is an important part of the whole school approach to assessment.

Responsibilities

Classroom teachers will:

- Ensure homework and key assessments are marked regularly.
- Provide high quality formative feedback regularly using the PAR system that has a clear action for the students to improve their work. For example, the action may be an additional challenge question, the redrafting of work, or simply correcting work.
- Allow students time to read and respond to feedback, either in class, or at home.
- Share good practice with colleagues.

Curriculum Leaders and Lead Teachers will:

- Ensure that all teachers are compliant with the new marking policy.
- Ensure there is a consistent and shared approach to marking and recording within the faculty that informs tracking and department intervention.
- Share best practice through joint work scrutiny within the faculty in order to improve the level of student progress made as a result of written feedback.
- Quality assure the marking within their faculty on a regular basis using work samples and moderation.
- Report on the quality of marking and feedback to SLT as required.

Senior Leaders will:

- Liaise with middle leaders to monitor the impact of the marking policy and assist in carrying out work samples.
- Carry out work samples as part of curriculum area and subject area reviews.
- Ensure best practice is shared across the whole school.