



PUDSEY GRAMMAR SCHOOL

EST.1905

Marking & Feedback Policy 2024 - 2025

This policy has been agreed by the Governing Body of
Pudsey Grammar School

Ratified: Teaching and Learning

Date approved: 21st February 2024

Date of review: March 2025

Principles and Theory: Whole Class Feedback

Whole class feedback is an approach inspired by the research of Daisy Christodoulou that found traditional marking to be both ineffective in helping students to make progress and extremely time consuming for teachers.

The approach is simple. Teachers look briefly at the work of the whole class and identify common misconceptions. In a feedback lesson, these are shared with the class and, following modelling and re-teaching, the students then embark on Red for Reflection work.

Whole class feedback

The following process will allow more time for the planning of the feedback lesson where teachers can model, share good examples and re-teach content where necessary. It is important that students should spend a significant amount of time redrafting or improving work during and following the feedback lesson. A step by step explanation of the process can be found below.

Step 1: Set Up	<ul style="list-style-type: none"> Identify the piece of work to be marked. The piece should be identified in the department Scheme of work. Students should undertake proof reading and self-assessment before submission.
Step 2: Collecting work	<ul style="list-style-type: none"> Books/assessments are collected in <u>OR</u> - work uploaded to google classroom
Step 3: Read	<ul style="list-style-type: none"> Staff read every piece of work. Using the whole class feedback template, staff collate class misconceptions, common issues and examples of success.
Step 4: Plan	<ul style="list-style-type: none"> Teachers use the findings from marking to plan the next lesson. <i>Modelling, additional explanations, exploring misconceptions and sharing good examples will be key elements of the feedback lesson.</i>
Step 5: Response	<ul style="list-style-type: none"> Stick feedback in books quickly. In most cases, this will involve use of the feedback sheet or target banks. Feedback lessons address common misconceptions through using examples of student work. Students spend extended time on improving, redrafting or problem solving. (Red for reflection work).

Frequency of feedback

KS5 - Once every three weeks/Twice per half term (no change)

KS4 - Once every three weeks/Twice per half term (no change)

KS3 - Once every 10 lessons but not less than once per half term for 'lesson a week' subjects.

PSHEE - Once per half term using the relevant proforma

Marking mock examinations

The whole class feedback method may also be employed with examination papers though in some circumstances teachers will undertake more detailed marking. .

Quality Work

The school is keen to maintain improvements in presentation, organisation and extended writing in recent years. It is essential that this progress is maintained.

At least once every three lessons, teachers should devote a few minutes to ensuring standards of presentation remain high. Students should be given a few minutes to:

- Underline titles and dates
- Stick in loose sheets
- Make corrections to SPAG with particular emphasis on subject specific vocabulary

Marking for SPG

Students should be given regular opportunities to correct errors in their writing. Students must be given time and support to address their own errors after every assessment. Teachers must support this activity by displaying key words on the board and planning to address these mistakes as they arise.

Common subject specific spelling errors and errors in punctuation and grammar must be part of all Departmental feedback sheets.

Departmental Approaches

This policy recognises that each Department requires subtly different approaches to feedback. Working within the parameters of this policy, ***Department Leaders are asked to produce a simple guide to outline specific approaches within their team.*** The frequency of marking is not negotiable. ***The document should include:***

- Specific details on approaches to KS3, KS4, KS5 where necessary
- Outlines of how and when self-assessment will take place
- Key information on addressing subject specific issues: feedback on KS4 practical work /BTEC/ how and where feedback sheets will be posted on google classrooms for teachers of subjects who have already made the transition to remote marking.
- A copy of the feedback sheet

An example of an effective whole class feedback sheet can be found below.

This policy will be kept under review. Regular student voice and monitoring will help to determine the effectiveness of these changes and future direction.

	Date		Topic/ Work marked	
	Class			
	Marking period			
	Staff			
What went well?		Even better if?		
Literacy/SPaG		Presentation		
Incomplete work		How will you make progress?		
Extra Challenge				
Expert	Developing	High Risk		