Marking and Feedback Policy
The Lodestar Academy

Contents

This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Beth Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	n/a
Date of next review:	September 2024

1. What is this Policy About?

This marking policy document gives clear guidance for staff on how to mark pupil work and give feedback to pupils. It aims to ensure consistent feedback and marking practice across the academy so that pupils know what they are doing well, and what they need to do to improve. Adhering to this policy will inform teacher planning and enable pupils to be reflective learners, supporting them to make good progress.

2. Who Does this Policy Apply to?

The Marking and Feedback Policy is for all academy staff, commissioners, LGB, parents/carers, young people and inspectors.

3. Policy Requirements

Guiding Principles

Lodestar Academy is committed to feedback and marking practices that are manageable, meaningful and motivating. This policy has been written with educational research and best practice in mind; it also aims to reduce teacher workload and ensure that pupils receive feedback that is purposeful and powerful and that drives pupil progress.

Aims and Intentions

The sole purpose of feedback and marking is to promote pupil progress. Pupil progress is supported by feedback practices that:

- are inclusive and meet the communication and interaction needs of pupils
- acknowledge the efforts made by pupils and recognise learning that has taken place and the work that has been produced
- provide timely and relevant information to teachers about pupil knowledge, understanding and skill

- provide timely and relevant information to pupils about their learning, letting them know their current attainment, what they have done well and what they need to do to improve
- provide opportunities for pupils to engage with feedback and act upon it in a timely manner
- inform teacher planning and implementation of learning, to ensure that an appropriate level of support, stretch and challenge is made available to all pupils.

Expectations

Lodestar Academy expects that teachers will support pupil progress through utilising the following three forms of feedback:

- **Immediate feedback**

  This is feedback provided at the point of teaching, and is the most timely form of feedback available. Feedback delivered closest to the point of action is most effective, and as such feedback delivered within lessons is more valuable than feedback provided at a later date. It is expected that each pupil will receive immediate feedback within every lesson, informed by assessment for learning strategies implemented by the teacher.

- **Summary Feedback**

  This is feedback provided at the end of a lesson or task, and frequently involves small group or whole class feedback. It is expected that pupils will receive summary feedback at the end of every lesson, and will provide an evaluation of learning within the lesson.

- **Review Feedback**

  This is feedback produced away from the point of teaching, and includes written comments in books that are produced outside of the lesson itself. It is expected that work will be marked within a timely manner and that written feedback will be provided at least every two weeks. Review feedback must act as a motivator through

acknowledging pupil effort and achievement, as well as providing specific guidance about what to do to improve.

The table below outlines examples of each form of feedback, and identifies where evidence of each form of feedback can be found.

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - Often takes the form of 'live marking' alongside the pupil/s - May re-direct the focus of teaching or the task	- Learning walks, lesson visits - Evidence of live marking annotations - Improvements evident in books, either through editing or further working
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides evaluation of learning in the lesson - May take the form of self- or peer-assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Learning walks, lesson visits - Timetabled pre- and post-teaching based on assessment - Evidence of self- and peer-assessment - May be reflected in selected focus review feedback (written marking)
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read and respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. - May lead to targets being set for pupils' future attention, or immediate action	- Acknowledgement of work completed - Written comments and appropriate responses/action - Adaptations to teaching sequences/tasks when compared to planning - GROW lessons / Close the gap tasks

It is also expected that teachers across the curriculum mark for literacy when completing review feedback.

The agreed marking codes can be found in Appendix A.

Specific guidance around marking for literacy can be found in Appendix B.

Quality Assurance Processes

Consistent feedback and marking practices are quality assured through the following processes:

- Work scrutiny activities led by Curriculum Leads on a termly basis
- Teacher evaluation of practice as part of the coaching model of professional development
- HALE and STEM 'buddy system' to promote and develop feedback practices in line with pupil needs

4. Definitions

N/A

5. Related policies

- Assessment Policy
- Curriculum Policy

6. Appendices

Appendix A – Marking codes

SYMBOL	MEANING
WWW	What went well...
EBI	Even better if...
LITERACY	Comment on current literacy focus
VF	Verbal feedback given
S	Support given by teacher/TA to complete this work
Sp	indicate incorrect spelling
^	You have missed out a word
//	New paragraph

Appendix B – Marking for literacy guidelines

- Not all literacy errors should be corrected, as this can be demotivating to pupils and detract from subject specific feedback.
- Subject specific spelling and grammar errors should be corrected (no more than three per piece of work) and pupils should be directed to re-write these correctly.
- Grammar errors can be corrected using the following codes:

Text Mark	Margin abbreviation	Meaning
O	**Sp**	Spelling error. Find the correct spelling and write it down.
O	**P**	Punctuation error. Check full stops / commas / apostrophes / question marks.
O	**Caps**	Incorrect use of capital letters. Check whether you have used a capital letter in the wrong place or you have missed a capital letter.
/	**NS**	New sentence needed.
//	**NP**	New paragraph needed.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Marking and Feedback Policy
EIA completed by:	Headteacher
Date of assessment:	September 2023
Assessment approved by:	LGB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, we have adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.

Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not

				considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.