

Feedback Policy (Senior School)

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments, sometimes short, challenging comments or oral feedback are more effective.

Core principles for marking and feedback

Feedback will take several forms: verbal, written, peer and self-assessment and each teacher will promote all forms of feedback. Type and depth of feedback will vary to suit faculties and age range but will include the core principles detailed below.

- Teacher feedback will drive future pupil progress, suggesting ways to improve and important learning points. The school will use the abbreviation **EBI – even better if** to highlight this to students. There is no expectation that every page will be ticked. Teachers will mark in green pen.
- Good work will be rewarded by the use of a classchart positive, indicated in books by **CC+**.
- Books will be marked regularly but this will vary across departments as lesson frequency changes. As a minimum, books should be marked at least once a half term in all subjects and once a term for carousel subjects. In addition to book marking, teacher marking will include homework and assessments.
- Errors in content, style or presentation will be highlighted using teacher arrows. Students are expected to rectify any highlighted errors in **purple pen** and will be given time in class to do this. Student self-marking and peer marking will be carried out in **purple pen**. If students redraft work or make improvements based on teacher feedback this will also be in **purple pen**. Verbal feedback need not be stamped or recorded in books but improvement made due to verbal feedback can be completed in purple pen.
- Teachers will formally assess students regularly in line with the school's reporting strategy. Formal assessments will be reviewed by teachers highlighting key class misconceptions and encouraging students to write self-reflection notes. When students evaluate tests or exams, they should also use the purple pen to record learning points in their books or on the assessment itself. Teachers will allocate at least 10-15 minutes of lesson time following a formal assessment for students to engage in 'Purple Pen' responses
- Teachers will correct specific literacy issues on pieces of extended writing or if a repeated error is noticed across several pieces of work e.g. incorrect capitalization, paragraph structure, or spelling of subject specific key words. 'Sensitive' marking will be used which takes into account students with identified SEND needs including



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dyslexia so that feedback is constructive and motivating. The shorthand symbols to be used are listed below.

C error with a capital letter

Sp error with spelling

A error with an apostrophe

hsp error with a homophone spelling
there/their/they're
to/too/two

P error with punctuation

Gr error with grammar.

// a new paragraph is needed here
* Use a better word

General Presentation guidance

Teachers at Silcoates will support students to take pride in their work, value their books and property and know the importance of good presentation and handwriting. To encourage good quality presentation teachers will insist on the following:

- Underline title and date for every lesson with a ruler
- Stick in sheets or store sheets neatly in folders
- Teachers will ask students to self and peer assess presentation of books
- Teachers to give feedback about presentation either verbally or written to support students who are not reaching expected standards
- Rewards for good presentation in the form of a Classchart presentation award indicated in books by cc+.

Work Scrutiny

Faculty work scrutiny takes place termly to ensure the 'Green/Purple' loop is driving progress and that presentation standards are being upheld. Faculty leaders will have follow up conversations to ensure that any gaps are identified and general patterns of success are shared and tracked at Faculty Leaders meetings

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mrs Redfearn – Deputy Head Academic		
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