

Poole Grammar School	Policy	PGS/P/71
Feedback and marking		Issue 1
		September 2021

1. Overall aim

To facilitate improvements in student progress and develop students' knowledge, understanding and skills through the consistent delivery of high quality feedback and marking.

High quality feedback:

- in a timely fashion clearly and succinctly informs a student about: (a) what they have done well and why; (b) any errors that they have made; (c) what they need to do to improve;
- uses praise and rewards consistently, yet selectively;
- is used formatively and ipsatively as well as summatively;
- involves elements of self-assessment and peer-assessment;
- is efficiently delivered, for example through the use of digital feedback where appropriate.

Poole Grammar School acknowledges that teacher marking is not the only, or necessarily the best way, to provide feedback to students.

2. Connections to other key policies

The facilitation of high quality feedback and marking depends upon:

- excellent teaching and learning within lessons – the principles of which are as set out in *Poole Grammar School's Teaching and Learning Policy (PGS/P/63)*;
- students with additional needs, for example SEND needs or mental health needs, having those needs met in an way that is reasonable, proportionate and appropriate with regard to feedback – the principles of which are as set out in Poole Grammar School's *SEND Policy (PGS/P/27)*;
- there being clear rewards, which are fairly and consistently applied, for excellence in academic effort and/or achievement – the principles of which are as set out in Poole Grammar School's *Behaviour Policy (PGS/P/12)*.

3. Responsibilities of Heads of Department / Course co-ordinators

Heads of Department and Course Co-ordinators are responsible to ensure that:

- there are clear criteria and guidance for providing effective accurate formative, ipsative and summative feedback to students in their department/subject based on relevant research and best practice;
- teachers in their department follow the school, and department, feedback and marking criteria and guidance consistently across classes;
- teachers do not spend excessive amounts of time on marking and that marking is only used proportionately as part of a range of methods for providing effective feedback;
- teachers in their department provide teacher-derived feedback on at least one substantial assignment or assessment each half term;
- summative feedback from teachers is promptly used to put in place appropriate student interventions to improve student progress rates in the subject.

4. Responsibilities of teachers

Teachers are responsible to ensure that they:

- follow the school, and department, feedback and marking criteria and guidance consistently and accurately across all their classes;

- do not spend excessive amounts of time on marking and that marking is only used proportionately as part of a range of methods for providing effective feedback;
- provide teacher-derived feedback on at least one substantial assignment or assessment each half term;
- are mindful of the impact that feedback can have on student motivation levels and so use language in an appropriate way when delivering feedback;
- provide opportunities for students to reflect on their feedback in order to improve their performance;
- use summative feedback to promptly put in place appropriate student interventions as necessary to improve student progress rates in the subject.

5. Quality Assurance

Heads of department / course co-ordinators are responsible for the consistent and effective application of this policy across all classes in their subject.

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