

# BOURNE COMMUNITY COLLEGE



*Aspiration, Innovation, Motivation*

## FEEDBACK AND MARKING STRATEGY

September 2020



***Our Mission:***

*To ensure every student achieves great outcomes to flourish and be successful*

*To have high expectations of all staff and students*

*To respect those in our community locally, nationally and internationally*

***Our Vision:***

*To be the school of choice and the Learning Hub for the locality*

***Our Values***

*Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.*

*We gained GOLD status as a rights respecting School and are building on this great achievement.*

***Our strap line:***

*Aspiration, Innovation, Motivation*

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## Current Ofsted Guidance on marking

From the 'Myth Busting' guidance online – updated July 2017

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

## Extracts from “Eliminating unnecessary workload around marking” *Report of the Independent Teacher Workload Review Group*

March 2016

3. The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

5. Marking is a vital element of teaching, but when it is **ineffective** it can be demoralising and a **waste of time** for teachers and pupils alike. In particular, we are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is **very little evidence** that this **improves pupil outcomes in the long term**.

8. In summary, we recommend that all marking should be **meaningful, manageable and motivating**. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

### Embedding the principles of effective marking

**Meaningful:** *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

21. Marking should serve a single purpose – to **advance pupil progress and outcomes**. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

**Manageable:** *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.*

23. The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years’ class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

**Motivating:** *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

# **Bourne Community College Expectations**

## **Meaningful, Manageable and Motivating feedback.**

### **What is expected of all staff:**

Feedback should be given to all students on a regular basis. This should take the form of verbal, self/peer assessment and written feedback where appropriate.

All staff should follow the BCC feedback and marking policy which corresponds to the key principals below and collated within this document. It should be reviewed regularly and updated where appropriate.

### **Key principles for feedback in Bourne Community College:**

- All feedback given should be for the sole purpose of improving student outcomes and their learning experience.
- Feedback should be meaningful, manageable and motivating. (See report on eliminating unnecessary workload around marking above).
- Students should be given developmental feedback that they can act upon. Once a half term for KS3 and twice for KS4.

#### **- Covid provision**

Feedback recording can be varied. It can be recorded by the student, on goggle classroom or on homework which can be stuck in at a later date. Students must still be able to articulate or locate easily how they need to improve.

- Feedback should reflect the age and ability of the learners.
- Within every lesson all students should receive a form of 'immediate' feedback. For example: verbal, self or peer assessment, quiz/exam question marking (with developmental corrections), teacher-student conversations about their learning.
- The Bourne Literacy Basics should be adhered to when marking.



## Bourne Community College Developmental Feedback Policy

- **DP** should be clearly marked by the teacher in **RED** pen.

(This stands for development point)



DP

- A minimum of one clear actionable developmental point should be given to the students linked to the learning objective. This should also be done in **RED** pen.
- Students to develop their work in **GREEN** pen. This can be done in class or as homework. The students should feedback immediately after the feedback has been given.



# Literacy Basics



## Capital Letters

You have either left out a capital letter for a name or at the start of a sentence, or used a capital where it was not needed.



## Punctuation

You have missed out (or used incorrectly) a full stop / comma / question mark etc.



## Spellings

You have spelt the underlined word incorrectly.



## New Paragraph

// in your work shows you where a new paragraph should begin.

