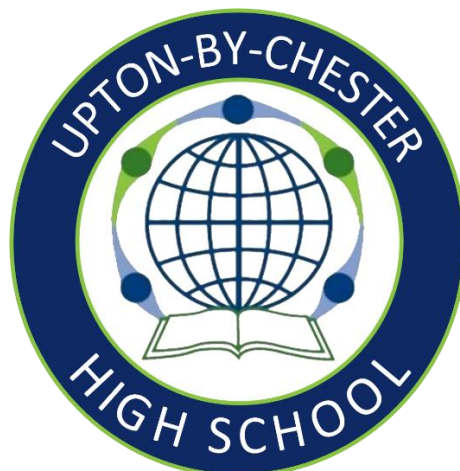


Upton-by-Chester High School

Feedback, Marking and Presentation Protocol



Policy Link	
SLT	Mrs E Bradbury
Governor	Mrs J Minion
Statutory	No

To	Date
Committee	28 th February 2024
Full Governing Body	27 th March 2024
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Make available on:	Yes/ No
School website	Yes
Staff shared area	Yes

'Learning to shape the future'

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1. Aims of the Feedback Protocol:

- To impact positively on attainment and progress.
- To reduce teacher workload.
- To improve the depth, quality and frequency of formative feedback.
- To check for learner understanding and to inform subsequent planning.
- To provide learners ownership, by giving learners an understanding of where they are in their learning and provide guidance to enable them to improve further.
- To identify and address misconceptions and praise achievement.

The following will be evident in Learner's work/books: ("Purple and Green must be seen")

- The majority of feedback will be given verbally as a whole class activity or one-to-one.
- There is an expectation that teachers will not provide written feedback on all pieces of work. Where the teacher has not provided written feedback, the expectation is that learners will have demonstrated that they have acted on feedback, where this is appropriate (evidenced in purple pen).
- Most work will be marked/corrected/amended by the learners in purple pen in the **majority** of lessons.
- Green written feedback will also be seen periodically, (as per department schemes of learning) and learners will act on this written feedback in their purple pens to demonstrate progress. Heads of Department, in consultation with their SLT link, will ensure that green written feedback is scheduled to be provided on specific key pieces throughout each unit of work. This will include: literacy feedback and presentation feedback, as well as feedback for improvement on the work.
- A productive use of lesson time should be allocated for learners to respond to feedback. There should be at least one set of written feedback per topic, this will depend on the length of the topic.
- Literacy will be supported using the literacy marking codes and the stickers placed in/on each learner's book.
- Presentation will be addressed and follow the presentation of work guidance below.
- Regular formative assessment strategies will be seen e.g., low stakes tests, effective questioning.
- Formative feedback will also be provided through online platforms e.g. Educake, Google Forms, Seneca Learning, Hegarty Maths, GCSEPod, Google Classrooms, Show My Homework etc.
- There will be evidence of summative assessments and overall grades awarded as per the departmental schemes of learning.
- Homework will set regularly on Show My Homework, as per the department scheme of learning.
- Homework will be marked/corrected either by learners acting on feedback, by the teacher or electronically. Teachers should plan for a variety of these ways to feedback to learners.

2. There are 6 strands to the Feedback Protocol:

- **Written feedback**
- **Whole Class Feedback**
- **Modelling Success**
- **Effective Questioning**
- **Live Sampling**
- **Summative Feedback**

1. Written feedback

This is where detailed feedback is provided on a key piece of work that is scheduled into the scheme of learning. This piece of work is checked for all learners to ensure that they are following all expectations e.g., literacy, presentation etc. The teacher will provide written comments in green in order for individual learners to make improvements, in purple, to the work.

2. Whole Class Feedback

As the teacher is marking the key piece of work. The teacher may record feedback for the class on a whole class feedback sheet. This would mainly be common misconceptions that several members of the class have. Whole class feedback is then provided and learners amend their work, in purple, as required. The whole class feedback sheet in *most* cases will not be shown to learners, it is simply a collation of notes which the teacher will use as a tool in helping to provide feedback. Teachers will use a variety of teaching methods to provide the whole class feedback.

3. Modelling Success

The teacher will model the success criteria for a task/activity/exam question/method before learners undertake the task. After completion of the task, and following teacher feedback, learners will revisit the success criteria and act on the feedback, which will be evidenced in purple pen.

4. Effective Questioning

Effective questioning should be used to tease out the level of learners' understanding. This may involve a 'no hands up' approach, selecting learners randomly, with a higher number of questions going to disadvantaged learners. Questions should be differentiated to build learners' confidence through a high success rate of getting the questions correct, this is especially important for SEND and disadvantaged learners. Questions should be tailored specifically to the exam specification demands and structured to ascertain the depth of knowledge and understanding. This allows the teacher to immediately identify misconceptions and to highlight to learners' common mistakes made in assessments etc. Verbal feedback will be provided to groups and individuals in order for them to make progress. This could also be electronic feedback through online learning platforms. Learners may make a note of this in purple pen where necessary. The use of learner whiteboards to efficiently assess whole class understanding and immediately address misunderstandings is excellent practice and is

highly encouraged. It is sometimes appropriate to ask and choose learners with their hands up, depending on the content being discussed.

5. Live Sampling

This involves the use of a *Visualiser*. Learners' work is selected and shown 'live' to the class (projected onto the whiteboard). The teacher may talk through and mark the learners' work live, or the teacher may ask the learners to provide suggestions for improvement and to explain where the work has been successful.

6. Summative Feedback

Summative assessments will be planned in line with the whole school assessment schedule for each year group. Key summative assessments will be marked by the teacher. Some summative assessments will be peer/self-assessed using a standardised mark-scheme, as directed by the teacher. Summative marks will be recorded in the teacher's mark-book as further evidence of tracking. Learners should record all assessment results in their books e.g., 26/09/2023 End of Unit test B7 Hormones - 85% Grade 8. Teachers will go through the assessment providing whole-class and individual feedback. Learners will add their responses to feedback in purple pen. Question level analysis (QLA) will be conducted on key assessments, as per department schemes of learning. This data will be shared with learners and used to plan future lessons and interventions.

Teachers will track and keep records of the progress of each individual learner, using both formative and summative assessment identified in the departmental schemes of learning.

3. Homework Feedback

Following feedback, learners will act on the detailed guidance given and amend and mark their homework in purple. There will be occasions when it is more appropriate for the teacher to provide written feedback in green. Where necessary, homework marks will be recorded in the teacher's mark-book. All homework will be recorded on Show my Homework and parents/carers will have access to learners' accounts. Homework will be recorded in the learner planner, including recording "no homework". Some homework will be marked and recorded electronically.

4. Literacy Feedback

This will often be done through 'whole class feedback', 'live sampling' and 'written feedback' methods. Learners will check and correct their literacy in purple. Incorrect spellings must be written out correctly three times by learners in purple pen. Literacy checks may also be done through peer assessment and peer checking. Incorrect specific spellings or literacy aspects should be highlighted to learners using the literacy codes.

5. Presentation Feedback

Presentation must be actively addressed using either live sampling, whole class feedback or written feedback. Learners will act on feedback to correct presentation using purple pen. Please refer to the presentation guidance below.

6. Learner Tracking (this enables feedback on performance over time)

Teachers should ensure that all formative and summative assessment marks are recorded. This evidence can be used when feeding back on learner progress. A mark-book will typically include the following:

- Homework and classwork scores
- Exam question marks
- End of unit test marks/scores
- Mid-year and End of year assessment results and mock results
- Any targets and prior attainment for each learner.
- EduLink*: displaying key learner confidential information which has been pre-populated.

7. Frequency of feedback

Feedback will be integral to the majority of lessons. All feedback points will be planned into the schemes of learning, including key pieces of work for which green written feedback will be provided to learners. Learners like to see that their work has been checked by their teacher. Green written comments must be seen as per the department learning schemes and learners should act on this written feedback to show progress.

8. Upton by Chester High School Presentation Guidance –

Presentation Key Stage 3-5

- Every piece of written work must be completed in blue or black ink.
- The date should be written at the top of the work and underlined with a ruler.
- The title should be written and underlined with a ruler.
- Homework should be written as a subtitle and underlined with a ruler (where work is homework).
- The purpose should be written down in each lesson.
- All written work must be spaced out sensibly.
- Blank pages should not be left in exercise books.
- All diagrams must be in pencil.
- All graphs/geometrical shapes/straight lines should be completed with a ruler.
- Any mistakes should be crossed out with a single line – no correction fluid to be used.

Key Stage 3 and 4

- Most subjects provide learners with exercise books. We want all of our learners to be proud of their books as a learning tool. The school insists on the highest standards of presentation and work and these expectations have been shared with learners.
- Learners are expected to look after their exercise books
- Exercise books must be free from graffiti and / or doodles. There must be nothing on the front cover except the learner's name, class, room and teachers' name.

- At KS4 targets must be displayed on the front of books/ inside cover.
- The literacy marking codes must be displayed on/in the learners' books.
- There should be no loose sheets in exercise books. All sheets must be stuck into books or folded neatly inside the plastic cover of books (Where books have a cover)
- Where learners are working in booklets these must be labelled as the outside of a book would be.

Key Stage 5

- All learners will use lined paper or an exercise book to record the notes from the lesson.
- Lined paper will be stored in subject specific files that learners or the class teacher provide.
- All learners will receive an assessment journal from their respective subject teachers. This journal is used to store all pieces of work which have provided our learners with feedback. Other pieces of work, such as peer/ self-assessed work can also be placed in the assessment book/ file.
- Work that should be included in the assessment journal include end of topic/ unit tests, past paper questions, half termly assessments, essays, draft/planning assignments and any PPEs.
- We want all of our learners to be proud of their work. The school insists on the highest standards of presentation and work and these expectations have been shared with learners.
- The best exercise books/ files will have all work dated and underlined, copies of the specification, whether this is the whole specification or respective chapters in each section, PLCs and a topic-by-topic summary/ revision notes. Learners should be encouraged to section their work either by using dividers within their files or topic/ chapter pages in their exercise book.
- Targets must be displayed on/in assessment books/ files.
- The literacy marking codes must be displayed on/in their assessment books/ files.
- There should be no loose sheets within learners' folders or exercise books. Likewise, we would not expect learners to doodle or graffiti on their notes, in their books or on their files.
- Where learners are working in booklets these must be labelled as the outside of a book would be.

At the start of each term, all learners will be reminded of the expectations. This will take place in an extended tutor period on the first morning.