



LYDIATE  
LEARNING  
TRUST

# Marking & Feedback Policy (LLT)



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ENGAGE, ENABLE,  
EMPOWER

<i>Origination</i>	<i>Authorised by</i>	<i>Policy Date</i>	<i>Review Date</i>	<i>Page 1 of 5</i>
<b>SPO</b>	<b>Exec Team</b>	<b>Nov 2021</b>	<b>Oct 2023</b>	

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The rationale for this policy is firmly rooted within the EEF recommendations in relation to “Teacher Feedback to improve (student) Learning”:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF\\_Feedback\\_Recommendations\\_Poster.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf)

## Policy Aims:

- To promote learning
- To motivate students to progress further by providing meaningful feedback and clear “next steps”
- To inform planning for future teaching and re-teaching to achieve mastery and eliminate learning gaps
- To accurately monitor student progress and improve outcomes for students
- To ensure marking expectations are consistent and clear across the Trust and within each school
- To contribute to reducing workload

## Principles for feedback and assessment (based on the EEF guidelines):

- 1. Create the foundations for effective feedback by providing high quality instruction in order to reduce the work that feedback needs to do.**
  - a. Use formative assessment strategies to **set learning intentions** (which feedback will aim towards).
  - b. Assess **learning gaps** (which feedback will address).
- 2. Feedback will be appropriately timed and focused on moving learning forward.**
  - a. Subject Teams to identify clear assessment points within schemes of learning.
  - b. Subject Leaders/Subject Teachers to judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual student, and the collective understanding of the class.
  - c. Feedback should focus on moving learning forward: highlighting **specific strengths** and targeting **specific learning gaps** that students exhibit - high quality feedback may focus on the task, subject, and self-regulation strategies.
- 3. Plan for how students will receive and use feedback**
  - a. Schemes of learning should identify feedback opportunities.
  - b. Provide students with clear “next steps” to close the feedback loop.
  - c. Ensure all feedback is manageable (bite size) for students to act upon immediately.
  - d. Provide opportunities for peer and self- marking to allow students to develop their own capacity.

<i>Origination</i>	<i>Authorised by</i>	<i>Policy Date</i>	<i>Review Date</i>	<i>Page 2 of 5</i>
<b>SPO</b>	<b>Exec Team</b>	<b>Nov 2021</b>	<b>Oct 2023</b>	

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## Forms of Feedback

Feedback	Description
<b>Written and Verbal</b>	<ul style="list-style-type: none"><li>• Developmental and/or directional</li><li>• Feedback on work/performance</li><li>• Focuses on how skills can be improved or maintained</li><li>• Identifies areas of strength</li><li>• Identifies areas of (bite-size and specific) improvement</li><li>• Informs future teaching and learning</li><li>• Includes Literacy and Numeracy feedback (where appropriate)</li></ul>
<b>Self and Peer marking</b>	<ul style="list-style-type: none"><li>• Focuses on clear descriptors</li><li>• Includes scaffolded responses by the teacher</li><li>• Ensures students understand criteria for success and are equipped to identify areas for improvement</li></ul>
<b>Summative feedback</b>	<ul style="list-style-type: none"><li>• Consists of ticks</li><li>• Associated with closed tasks or exercises where the answer is right or wrong</li></ul>

## Frequency of Feedback and Marking

Teachers should create opportunities for verbal feedback, recognising that the dialogue between teacher and student (and between students themselves) is crucial to learning.

Written feedback should be regular and timely in order to have the maximum impact on learning. Subject Leaders will determine the specific timings of written feedback by subject area and ensure this is clearly identified within schemes of learning.

## Impact of Feedback (Next steps)

Teachers should ensure that students have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively. The “next steps” part of feedback needs to be used to enhance students’ learning and sufficient time needs to be given to students.

“Next steps” may take different forms according to the subject area and topic being studied, for example:

- Re-drafting sections of work in light of the feedback
- Correcting misconceptions or errors
- Answering “mastery” questions that promote greater depth of understanding
- Evidencing feedback advice in subsequent pieces of work

## Quality Assurance

To be undertaken by leaders, including the Executive Team and members of the Governing Body, where appropriate.

<i>Origination</i>	<i>Authorised by</i>	<i>Policy Date</i>	<i>Review Date</i>	<i>Page 3 of 5</i>
<b>SPO</b>	<b>Exec Team</b>	<b>Nov 2021</b>	<b>Oct 2023</b>	

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Who	What	When
Subject Leaders	<ul style="list-style-type: none"> <li>Monitor the quality and impact of marking and feedback in their subject area</li> </ul>	<ul style="list-style-type: none"> <li>During Book Studies, CPDL sessions, Lesson Studies, Faculty Reviews and Deep Dives</li> </ul>
SLT	<ul style="list-style-type: none"> <li>Undertake work scrutiny of specific students, groups of students or year groups</li> </ul>	<ul style="list-style-type: none"> <li>During Book Studies, CPDL sessions, Lesson Studies, Faculty Reviews and Deep Dives</li> </ul>

Where there are concerns over the marking and feedback in a particular class, the Subject Leader and their SLT line manager will be informed, and an appropriate course of action will be taken.

Student work should be presented neatly and clearly as detailed in appendix 1.

Literacy and numeracy codes (detailed below) should be applied consistently.

## Literacy Codes

The Code	What this Means	How to Improve
<b>S</b>	You have made a spelling mistake.	Find correct spelling using a dictionary, write and repeat the word three times to help you remember the spelling of the word.
<b>C</b>	You have used a capital letter incorrectly.	Remember to use capital letters for: the start of sentences; people's names and places; days of the week and months of the year.
<b>//</b>	You need to start a new paragraph.	When writing, remember to use the 'TipTop' method for paragraphs. Use a new paragraph for a new: time, place, topic or person.
<b>^</b>	You have missed out a word.	When writing, take time over your sentences and read them back to yourself.
<b>P</b>	There has been a punctuation error.	When writing, re-read your work out loud to help you with punctuation.
<b>T</b>	You have used the wrong tense.	When you finish a paragraph ensure that it is all in the same tense by reading it out loud to see if it makes sense.
<b>?</b>	Your meaning is unclear.	When writing, ensure you understand the meanings of the words you use. Try and use a thesaurus or dictionary to help.
<b>ww</b>	You have used the wrong word	When writing, be careful to use the correct form of the word (i.e. "being" or "been", "there" or "their").

## Numeracy Codes

The Code	What this Means	How to Improve
<b>SW</b>	Show your working in full	A full calculation should be written showing each step clearly.
<b>CE</b>	Calculation error	Make sure you check the calculation carefully and the answer makes sense in the context of the question.

<i>Origination</i>	<i>Authorised by</i>	<i>Policy Date</i>	<i>Review Date</i>	<i>Page 4 of 5</i>
<b>SPO</b>	<b>Exec Team</b>	<b>Nov 2021</b>	<b>Oct 2023</b>	

# ARE YOU PROUD OF YOUR BOOK?

All your work should be neat, tidy and clearly set out.

**Title in the centre on line below the date & underline with a ruler.**

**Date on the right & underline with a ruler.**

**Stick ALL worksheets securely into you book (only fold worksheets if essential)**

**Subtitle to the left & underlined with a ruler.**

**Label homework clearly.**

**Number your answers in the margin if it is appropriate**

**Respond to staff marking and complete spelling corrections in RED pen.**

**My Corrections  
Graffiti Graffiti Graffiti**

**Know your colours:**

- Blue/Black for all written work
- Teacher
- Peer Marking & Student Response

**Leave a line & rule off after your work. Do not waste space by starting a new page.**

**Never draw doodles or write graffiti**

**All drawings in pencil and use a ruler to draw tables and graphs.**

**If you were absent, write the date and title of the lesson missed and leave a page. It is then your responsibility to copy up any notes missed.**

Your book is a record of the work that you have done, so look after it.

Origination	Authorised by	Policy Date	Review Date	Page 5 of 5
SPO	Exec Team	Nov 2021	Oct 2023	