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LVS Oxford

Learning without limits

Marking and Feedback Strategy 2024-2025

Responsibility: Principal

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Next Review due: September 2025

Reviewed by: Deputy Head

LVS OXFORD MARKING AND FEEDBACK STRATEGY

'Feedback is one of the most powerful influences on learning and achievement.' (Hattie, 2012)

Overall Aim

At LVS Oxford, we will ensure that learners gain the maximum benefit from their education, through an entitlement to have their work assessed regularly and be provided with specific and regular feedback from all staff (teaching and support staff). This will enable them to understand their progress, achievements and appraise them of what they need to do next, in order to improve their learning and make maximum progress and achieve the highest attainment.

Objectives

Marking and feedback will be used to celebrate learners' achievements and enable them to make progress. Feedback and Marking at LVS Oxford will be:

- **Meaningful:** it will vary by age group, subject and what works best for the student and teacher
- **Manageable:** it will be proportionate and focused on learning objectives and assessment criteria
- **Motivating:** it will actively engage learners and help to motivate them to progress

Principles of Feedback and Marking at LVS Oxford

Effective feedback itself that impacts learners' progress. Giving **feedback** means giving learners information about their performance to help them improve. **Marking**, or written feedback, is one form of feedback and typically involves both marks or grades and comments. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

Teachers build in dedicated lesson time, or entire lessons, for feedback. This includes learning activities such as:

- Working from prompt sheets
- Peer marking
- Analysing model examples
- Working through sample questions as a class
- Self-correction

Learners require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.

Teachers adopt a **'fading out' approach**, beginning with adult-led feedback and working towards building learners' independence in reviewing and revising their work. Routinely, learners participate in the assessment process so that there is a shared perspective on marking and feedback. By taking

a metacognitive approach, learners are encouraged to develop greater confidence in responding to the following questions:

- *What are you doing well in this subject?*
- *What do you need to do to improve your work in this subject?*

If learners can answer these questions accurately, using subject-specific detail, teachers can be confident they are receiving effective feedback.

Types of Feedback and Marking

Feedback on written work is subject-specific, derived from learning objectives and is learner-centred. Learners **are encouraged to actively engage in continuous assessment** which is focused on **enabling them to learn** what they need to do to make progress. Exercise books need to be marked every fortnight.

Feedback is delivered as:

1. **immediate verbal feedback (VF)** that includes a short task requiring the **student to respond (R) using purple pen** to indicate understanding of feedback and improvement in their writing.
2. **SIR Feedback: In-class written marking in green pen** that indicates *“Strengths”* (S) and sets a short *“Improvement...”* (I) task requiring the **student to respond (R) using purple pen**.
3. **More in-depth written feedback is given on formative assessment pieces** of work where a ‘I’ task is set linked to the **learning objectives or assessment criteria**; the purpose of this is to set targets to enable learners to make progress towards summative assessments.
4. **Peer and Self-Assessment**, supported by the teacher.

Marking for Literacy (Spelling, Punctuation and Grammar)

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. Subject-specific vocabulary, sentence forms or text organisation may be identified in feedback as requiring attention from the learner. In the lower school, or for less able learners, it will be necessary to write the correct version of spellings or examples of sentences for the learner. As learners gain in confidence and knowledge, they should be able to identify and correct their own mistakes.

For feedback to be effective, it should be:

- **Timely:** usually immediately after the task is completed, or in the same lesson
- **Frequent:** ‘little and often’ approach
- **Acted on:** by learners

Tracking Progress

Teachers must maintain an accurate record of student progress and attainment and share this with their learners routinely. Learners will need to be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised in learners’ books or folders. Supported by high quality questioning, learners should be involved in tracking and monitoring their progress via discussions with their teachers and tutors.

Marking Codes and Guidelines

The following pens will be used as follows:

Stationary used	Task undertaken
Black/Blue pen	Learners' work /peer assessment /self-assessment
Green pen	Teacher feedback
Purple pen	Response to teacher feedback

Type of Marking	Notation Used
In-Depth Teacher Written Marking	S - Strengths I - Improvements R - Response
Verbal Feedback	VF
Marking for Literacy	Whole School Marking Codes to be used (see Appendix 1).

SIR Feedback: Tips

When marking learners' work, teachers must identify **Strengths** (S) and **Improvements** (I), focusing on learners' achievement of learning objectives, outcomes and success criteria, which should include advice and a requested action by the teacher that leads to a student **Response** (R).

- Learners need to be supported towards independence in using SIR written feedback through **high quality teacher questioning and visual support to aid understanding and enable progress**. This will involve prompting them to reflect on the strengths and weaknesses of their work so that they can identify ways in which they can improve.
- **Dedicate 10-15 minutes of lesson time per fortnight to SIR**, supporting learners with producing high quality 'R' responses in purple pen.

Monitoring

Every term a small, random sample (3-4) of books will be requested from a variety of staff. These will be reviewed by the SMT and 2-3 members of the teaching staff to ensure that this policy is being adhered to accurately and is of a high quality. During learning walks books will also be scrutinised.

This strategy needs to read alongside the following policies/ documents;

- a.** Teaching and Learning Policy
- b.** All Curriculum Policies
- c.** Curriculum Policy
- d.** Teachers Standards

APPENDIX 1: Whole School Marking Codes

Marking Code	Explanation
WWW	What went well
✓	Good point or correct response
✓✓	Point or response exceeds expectations
TP	To progress you need to.....
R	Student to respond in purple pen
O (circle)	Indicates correction to a spelling, punctuation, grammar, capital letter (see codes below) – may be corrected by teacher or shows need for self-correction
sp / P / gr / C	Incorrect spelling / punctuation / grammar / Capital
VF	Verbal feedback given
^	Missing word/s
//	New paragraph required
Wavy line and ?	Sentence doesn't make sense
Date?	No date on work
LO?	No learning objective on work

Codes for use where learners are being supported:

- I** = independent work
- AD** = aided work
- VF** = verbal feedback
- AS** = scribed by an adult but learner's own words

APPENDIX 2: Example of high quality practise using SIR

1. Students identify their **strengths and areas for improvement** by completing an 'I can' Success Criteria at the beginning and end of a topic, linked to Learning Objectives and lesson activities.

I can:	Beginning:				End:		
name the 4 types of <u>bulb</u>							
explain the difference the different types of <u>bulb</u>							
name a type of bulb that flowers in the spring							
name at 3 parts of a bulb							
explain what the roots do							
explain what kind of soil conditions you need to plant bulbs							
choose the right place in the garden to plant one type of bulb							
measure out the depth to plant a bulb							
measure the distance between bulbs when planting							
explain how to get more plants from rhizomes							
name a type of flower that grows from a corm							
explain how to ensure you have healthy bulbs after the plants have stopped flowering							
explain how to store bulbs							

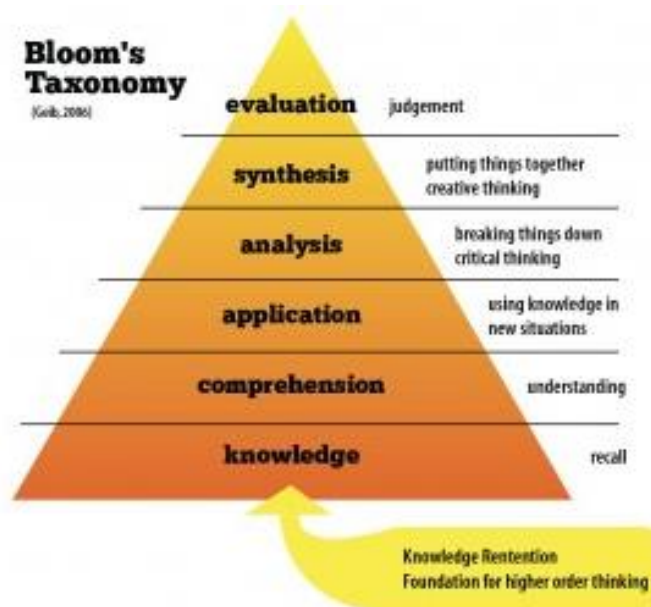
TASK: Put a cross on the line below to indicate how confident you are talking about bulbs:

Not at all confident ←————→ Completely
 Confident
 Need adult support Independent

What next steps could you take to help you learn more about soil in the garden?

2. Set Learning Objectives each lesson with built in differentiation: *all/most/some* based on Bloom's Taxonomy 'action verbs':

- To create
- To evaluate
- To analyse
- To apply
- To explain
- To describe



3. Write Strengths (S) and Improvement (I) comments that link to Learning Objectives

LOs:

- To describe the poet's use of language and how it changes at the end of the poem.
- To explain the poet's intention in using this type of language.
- To analyse the effects achieved by the poet's choice of language.

S

- You identify the **type of language** used by the poet.
- You have chosen convincing evidence (quotes) to support the point you make about language in the first sentence.
- You attempt to explain the poet's intention.

Switching to more **plain language** in the final two stanzas, the poet emphasises the kamikaze pilot's family's **shame** in his failure to do his duty. **The poet's intention may be to encourage the reader to feel sorry for him** by focusing on how he was treated. We are told that his wife acted as if he **"no longer existed"** and this behaviour is learned and copied by his children. As an adult the speaker questions whether he might have suffered less had he gone through with the kamikaze mission to achieve a **"better way to die"**. Contextually, the impact of the Japanese culture on ideas about duty and obedience is shown in the behaviour of family. The **simple language used at the end of the poem shows the simple choice for the family**: to accept him and his failure to do his duty or, to reject him as a traitor to his culture. The pilot does not follow cultural expectations and no one is prepared to forgive him or understand his point of view.

I

Be more precise in describing the effects achieved by the poet's language.

- Can you find alternative words for 'plain' and 'sorry'?
- Can you insert **shame** a describing word that shows the level of shame experienced by the pilot's family?

R

The poet uses direct, uncomplicated language in the final two stanzas to emphasises the kamikaze pilot's family's intense shame in his failure to do his duty.

The poet's intention may be to encourage the reader to feel sympathy for him.