

# Tapton SCHOOL

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## Tapton School

# Marking and Written Feedback Principles

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**AUTHOR:** Kat Rhodes

**COMMITTEE:** Quality of Education

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**LEVEL OF CHANGE:** Minor

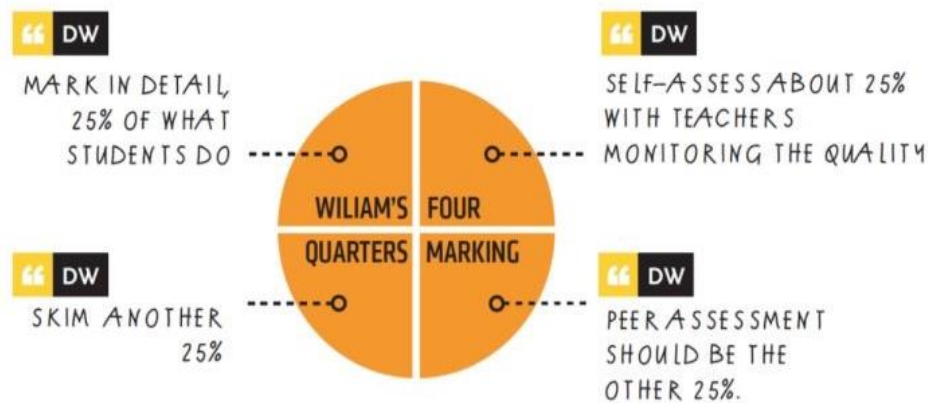
**NEXT REVIEW:** February 2022

## **“Marking should be meaningful, manageable and motivating”**

Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding. Research shows that the best form of feedback to enable student progress is in fact verbal feedback and lengthy responses from teachers often go unread. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. The 2016 report from the Education Endowment Foundation entitled ‘A Marked Improvement’ suggests that teachers should ‘mark less in terms of the number of pieces of work marked, but mark better’. This has helped us redefine our marking and feedback principles so students understand the next steps they need to take in their learning and address teacher workload.

### **The principles we all follow at Tapton are:**

- We see marking as planning. Assessment informs us of our impact and our next steps
- Timely feedback is provided following all assessment weeks on the calendar (written and oral)
- We do not mark books unless we are clear of its importance and impact on student progress
- We never mark books due to a feeling of SLT compliance or parental expectations
- Routinely teachers should not be marking books outside of the classroom. Instead we engage in classroom dialogue and live feedback
- Focused written feedback and marking acknowledges students’ current levels of achievement and should help them take the next steps in their learning (e.g. WWW and EBI)
- Detailed written feedback should only be completed in response to 25% of the work students produce. We follow this process:



- Wherever possible code marking and whole class feedback, particularly that which involves verbal feedback are advised
- Staff allow students the time and opportunity to respond to formative written feedback and take the next steps in their learning. **These next steps are recorded in exercise books using yellow feedback sheets and on self reporting cards**
- Students are involved in marking and checking their work **using green pen** – feedback should involve more work for the student than the teacher
- Departments share criteria and arrangements for marking (e.g. via displays, information in exercise books) with students and parents
- Marking is recorded (by the teacher) and moderated across the department (as appropriate)
- Marking includes a mixture of marks and levels/grades, written and verbal feedback
- Marking is often linked to the learning objectives and success criteria
- Marking is reinforced by the use of rewards