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## Feedback marking reflection and book policy

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Review Date: Autumn 2020

Policy reviewed by Headteacher

Signed.....  


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THE BLUE COAT SCHOOL

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## Expectations in books

- Students must write (unless otherwise advised) in pen
- All work should be dated with a title which is underlined using a ruler
- To draw charts/graphs/tables students must use a pencil and ruler
- Target grades/levels to be written on the inside front cover of student books

## Feedback, marking and reflection

Each department has its own feedback, marking and reflection policy reflecting the specific demands of their subject area.

This department policy will be based on the following whole school principles.

Students will receive regular feedback on their work. This feedback will:

- acknowledge and celebrate excellent work and progress made
- identify areas where students need to improve
- give focused and clear advice on **how students** can make these improvements.

### Ways in which students will receive feedback:

- Written teacher assessment and feedback
- Verbal teacher feedback
- Peer and self-assessment / feedback
- Whole-class feedback

## Written teacher feedback

Written teacher assessment and feedback will:

### 1. Be regular

- Core subjects (English, Maths, RS and Science) – two pieces of written teacher feedback per half term
- Non-core subjects – one piece of written feedback per half term at KS3, two pieces at KS4
- KS5 two pieces of written feedback per half term for all A level subjects.

Feedback in practical subjects - PE, drama, music, DT and food may be verbal instead of written following performance/production. Students should, where possible, record this feedback.

Subjects who see students for just 1 lesson per fortnight e.g. citizenship, enrichment, wellbeing will give written feedback less frequently.

### 2. Be purposeful

Work that does not require in-depth feedback, e.g. note taking, and work completed as a whole class, will be checked but not marked. Teachers are not required to tick work. All assessment will be meaningful in line with this policy.

### 3. Give students a clear indication of the level they are working.

All teacher assessed work will be graded or levelled so students understand how they are progressing. Levelling / grading should be done in line with departmental standardisation.

4. Give students an action point. Something students can do to make their work better.

Action points may be individualised targeted at groups of students or whole class action points. Action points should support students in improving their work during Making It Better time.

5. Teacher feedback should accompany both formative and summative assessment

Teacher assessment must not only feature after end of topic tests. Teacher feedback should occur throughout units of work ensuring students can use and apply learning from feedback.

### Find Fault and Fix

All students are given time to proof read and check identified teacher assessed work prior to handing it in. This time is during a lesson and is called 'Find Faults and Fix time'.

### Making it Better

1. When a teacher has assessed a piece of work there is designated 'Making It Better' time in lesson. MIB time gives students the opportunity to respond to their action point and improve their work. All students must do this.
2. MIB improvement should be labelled as MIB and should be done in a different colour of pen.