Analysis of 20 Ofsted Inspection Reports with Reference to Marking/Feedback

**Lack of Detailed Marking Criticised: Sep 2016 (2):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140879**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140879)

“Teachers do not always set regular homework that supports and extends learning. They do not adhere consistently to the new marking policy that would better support pupils’ learning.”

“Where the school’s new marking policy is fully applied, books are well marked, with helpful feedback that extends pupils’ learning and self-correction; pupils are given time to reflect on and learn from this advice. However, the policy is not yet fully embedded and it is not consistently applied both within and across subjects. As a result, pupils are not always given reflection time that would further extend their learning. “

**Lack of Detailed Marking Criticised: Mar 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137867**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137867)

“The school’s approach to marking pupils’ work and providing feedback is not applied consistently, which restricts the progress that pupils make.”

“Improve the overall quality of teaching by: gaining greater consistency in the school’s approach to marking and feedback, so that pupils have time to correct errors and follow up the advice given to them to help improve their work.”

“Not all teachers adhere to the school’s approach to marking and feedback. Inspectors found that, in a range of subjects, books had not been marked since last term. Many teachers correct basic errors in spelling and grammar and provide pupils with good-quality advice about improving their work, but there is little evidence in books to show that pupils are expected to follow this up.”

**Lack of Detailed Marking Criticised: Apr 2015 (4):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137457**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137457)

Marking has too little impact on improving students’ work over time.

“A detailed analysis of students’ work and inspectors’ checks on the work in students’ books show that the quality of marking is too variable. Teachers do not always check students’ work regularly or offer specific guidance on how work should be improved. Even where marking provides good advice and guidance, for example in some English and mathematics books, some teachers do not check that students have acted to improve their work, and this hampers students’ progress.”

Follow-up visit – Dec 2015:

“A whole-school marking policy is now in place and is, generally, followed by staff. Pupils welcome this and the ways in which it helps them understand what they need to do to improve their work. However, not all teachers are checking that pupils are following up on the comments that teachers are making about pupils’ work. This means that misconceptions are not always being corrected.”

Follow-up visit – Mar 2016:

“The whole-school marking policy continues to take root and is followed by staff. However, examples were seen in books where misconceptions of key ideas went unchallenged because staff had not checked that pupils had made the corrections asked of them. This was particularly the case where the presentation in books was weaker.”

Follow-up visit – Sep 2016:

“The whole-school approach to marking and assessment is followed by all staff. Inspection evidence shows that pupils are being given opportunities to respond to teachers’ comments in their books and folders. However, in too many of the books seen, pupils’ responses were either superficial or incomplete.”

**Tactic Endorsement of a Detailed Marking Policy: Jan 2016 (3):** <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103537>

“Checks are carried out within subjects to make sure that all teachers are marking work in the same way and assessments are accurate, particularly at Key Stage 4. “

No more comments are made BUT the marking policy is one of detailed feedback including: verbal feedback stamps; regular written feedback (2x per ht min); specifics on comments; WWW and EBI etc. <http://upload.reactcdn.co.uk/edmund_campion/uploads/document/2_0_sec-feedback-policy-2014_v1.pdf>

It would seem that the marking policy is endorsed by the inspecting team

**No Comment Made: Sep 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131669**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131669)

No specific advice or comment is made in this report on the type of feedback expected. However the school does have a policy of “detailed feedback” outlined here: <http://smartfuse.s3.amazonaws.com/d48115a06737227f5c9a1f517516a62e/uploads/2016/03/curriculum-policy-03.03.16.pdf>

**Detailed Marking Praised: Jul 2016 (4):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137248**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137248)

“Observations by inspectors confirmed the views of leaders that training for staff has improved teaching. Pupils can explain what they are learning about. Questioning is used more effectively. Detailed marking and feedback provided for pupils in line with the school’s policy are common in most lessons.”

Backtracking to their descent into Inadequate, they were given this advice in Nov 2014

“The quality of teachers’ marking is improving. My scrutiny of students’ books and discussions with students indicate that an increasing proportion of teachers are using marking to identify strengths and areas for improvement. Students are responding to their teachers’ comments more”

Based on this assessment in May 2014:

“Marking is erratic. A significant proportion of teachers do not follow the school’s marking policy. They do not mark students’ work regularly and accurately, or include comments to show students how to improve their work and require them to make corrections.”

“A significant proportion of teachers do not provide high-quality feedback to show students how to improve their work, or ensure that students act on the comments and advice they are given. While some teachers provide students with helpful comments, they are in the minority.”

**Tacit Endorsement of Detailed Marking: Jun 2014/Sep 2016 (3/2):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104835**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104835)

“Raise achievement by making sure that marking in all subjects is good, requiring students to respond to teachers’ comments and giving them time to do this.”

“There is some exemplary marking, particularly in English and science. However, marking does not always comment on targets, set the next steps in learning and indicate how students can do better. Sometimes marking is not up to date and some teachers do not correct basic or subject-specific spelling, punctuation or grammar.”

The school is re-inspected in 2016 and no further mention is made of feedback. As their feedback policy is not available, it is unclear whether a detailed feedback policy was adopted after the RI judgment.

**Detailed Marking Praised: Sep 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134224**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134224)

“The presentation of work in pupils’ books is improving. Leaders have focused on improving the quality of feedback teachers provide to pupils. Consequently, more detailed and frequent marking can be seen throughout the school, in line with the school’s policy. Pupils know where they have gone wrong and what they need to do to improve their work.”

**Detailed Marking Praised: May 2016 (4/2):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103560**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103560)

“The school has a clear policy on the nature and frequency of marking and provision of written feedback to pupils. This policy impacts positively on pupils’ learning; for example, in an English lesson pupils were using teachers’ written comments to formulate clear targets to help them move to the next stage of their learning. The pupils commented ‘teachers are really good and help us to learn’. However, not all teachers follow leaders’ expectations for marking and feedback. As a result, some pupils are not able to identify what they need to do to improve their work.”

At a follow-up inspection in Sep 2016:

“Each subject department has its own policy on the nature and frequency of marking and the provision of written feedback to pupils. Mostly, these policies have a positive impact on pupils’ learning. For example, in English, history and geography, inspectors noted that pupils were using teachers’ written comments to improve the quality of their own work. However, not all teachers follow leaders’ expectations about marking and feedback. As a result, some pupils are not able to identify what they need to do to improve their work.”

**No Comment Made: Mar 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/142339**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/142339)

No direct comment in the first report – although a lot on book presentation. The follow up report comments that there is good feedback in books. A marking policy is not available online for the school so I have not been able to see what was endorsed.

**Lack of Detailed Marking Criticised: Jun 2015 (4):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136663**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136663)

“The quality of marking is not consistently good across subjects. The best features of marking were seen in English, where it is thorough. This is not replicated across all subjects. Students spoken to struggled to explain how marking helps them to improve their work. They often take part in peer marking, but this does not help them to identify technical mistakes in their work.”

Follow-up inspection in Dec 2015:

“Leaders are right to be disappointed in their observations of this variation in the quality of teaching, learning and assessment. Despite leaders introducing a feedback strategy called ‘narrowing the gap’, assessment information is still not being used robustly enough to ensure that all pupils make progress.

Pupils are aware of the new system of assessment and feedback. However, a number say that their work has declined since the start of the year. Pupils’ books are scruffy or contain incomplete work with little teacher feedback in some subjects, particularly in science and some English sets.”

Follow-up inspection Mar 2016:

“Leaders have introduced an academy assessment policy used by all teachers in the trust. However, this policy has not yet embedded. Teachers inconsistently use assessment feedback to support pupils in their learning.”

Follow-up inspection Sep 2016:

“The assessment policy has been further clarified since the last monitoring inspection. Leaders’ analysis showed differing approaches used by individual subject areas at the end of the last academic year. Inspectors scrutinised the use of assessment in the previous term and it confirmed leaders’ views. Too often, assessment did not help the pupils to make progress in their next piece of work.”

**Detailed Marking Praised: Mar 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139118**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139118)

“Teachers provide regular feedback on pupils’ work. Pupils respond well to precise advice when it is given. Where pupils offer an extended response, this helps them make progress in their learning. Marking of spelling and grammar is helping pupils improve the accuracy of their written work.”

Follow-up inspection Sep 2016:

“They feel that work is better matched to their needs and feedback is more individual, supporting them to make better progress.”

The school has a detailed marking policy including: marking every 6 lessons or 2 weeks; diagnostic comments required; tracker stickers; fortnightly scrutiny. The policy can be found here: <https://drive.google.com/file/d/0B9Sa3Kr9HMbFY0g0dnJLVGN4Ykk/view>

**Detailed Marking Praised: Mar 2016 (4):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135234**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135234)

“Pupils commonly receive written feedback that helps them to understand where they have made mistakes and how to improve their work.”

“The leadership of learning, teaching and assessment is effective. Efforts to increase the impact of marking have been largely successful although there are still some inconsistencies.”

**Lack of Detailed Marking Criticised – Ambiguous Endorsement in 2016: Mar 2014/Sep 2016 (3/2):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138116**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138116)

“Improve the quality of teaching to good or better in all subjects in order to accelerate students’ learning and progress and ensure their performance in the different subjects they study is more consistent, including in the sixth form, by: making sure teachers’ feedback and marking is more consistent and specifically guides students on how they can improve their work improving the planning of activities so they more”

“The quality of marking is inconsistent across, and within, subjects. There is good marking: detailed, regular and giving students accurate advice on how they can improve their work. Indeed, inspectors observed students taking full account of the feedback received from teachers’ written feedback and acting positively on it. However, some marking lacks this effectiveness and impact. It is cursory and there is little feedback to students on how they can aim for higher standards in their work.”

In a follow up inspection in 2016 – these polices were seen to have been implemented:

“More is now expected of pupils in terms of the progress they are making. Scrutiny of pupils’ work, from this year and last, shows that pupils’ progress is improving across the year groups and that pupils are responding well to teachers’ marking and feedback.”

“The quality of marking and feedback has improved significantly since the previous inspection. The approach to assessment is well understood by pupils and contributes effectively to their progress.”

Sadly the policy itself is not available online so I have categorised this under tacit endorsement

**Lack of Detailed Marking Criticised: Jul 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102449**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102449)

“Teachers’ checks on the quality of pupils’ work and progress are not consistently effective. In the best examples, teachers identify what pupils need to do to improve and give pupils time to reflect on the feedback. Some teachers provide opportunities for pupils to respond to advice and check their work for real understanding. Here, pupils make better progress.”

**No Comment Made: Mar 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112943**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112943)

No direct comment on the type of marking expected made in this report. Policy is not available online.

**Ambiguous: Nov 2015 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137316**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137316)

“There is a marked difference between the most and least effective teaching in the academy. Inspectors saw ‘peaks and troughs’ in the extent to which teachers and their assistants: have high expectations of what pupils can achieve, including the most and least able, and disadvantaged pupils; planned and delivered lessons that ensured pupils effectively developed their knowledge, skills and understanding of the subject; and corrected pupils’ misconceptions or provided feedback that helped pupils to understand how well they were progressing and what more they could do to improve further.”

**Lack of Detailed Marking Criticised: Feb 2015 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136142**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136142)

“Improve the quality of teaching for all groups of students so that their attainment and progress at least match the nationally expected standards by:

more robustly monitoring the quality of teaching and students’ progress in the subjects that show poor performance, such as humanities and technology

making sure that all teachers mark students’ work well and provide them with feedback that is detailed and specific enough for students to fully understand the next steps they need to take to improve their work

making sure that all teachers allow students enough time to think about the feedback and make the corrections needed.”

Follow-up inspection June 2015:

“provide feedback that helps students to know what to do to improve their work to the next level or grade.”

“The students responded well to the precise feedback she gave in the marking of their work. As a result, all the students made good progress from their different starting points.”

Follow-up inspection in Sep 2016:

“the policies for teaching and learning, for developing pupils’ literacy skills and for feedback on pupils’ work, provide greater clarity of what is expected of staff. An improvement since the previous inspection is that all teachers are following the school’s feedback and marking policy. However, some written guidance is repeated over time because pupils are not using it to improve their work, even though time is given to making corrections in lessons.”

The marking policy includes: marking twice per half term; regular verbal feedback; provides next step feedback; reviewing and reflecting on feedback; traffic lights; DIRT; scrutiny. The full policy can be found here: <http://www.asap.org.uk/information/documents/policies/Policy-ASSESSMENT-REPORTING.pdf>

**Ambiguous: Feb 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137087**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137087)

It is commented that staff are not consistent in their marking and do not follow the school policy, however the policy is not available online.

**Lack of Detailed Marking Criticised: Sep 2016 (2):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/122351**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/122351)

“The marking of pupils’ work has improved substantially and is now good overall but with some variation. This is because a few teachers are still not adhering fully to the school’s policy, so their feedback to pupils does not meet the quality expected by leaders.”

This came on the back of a previous set of inspections. In Feb 2015 the college were told:

“Your demand for a more consistent approach to teachers’ use of the school’s marking policy has resulted in improvements to the way in which teachers provide feedback to students about their work. Students’ are now generally provided with good advice about how to improve their work and the steps they need to take to progress to the next level.”

In Oct 2014 they were told:

“Improve the quality and consistency of teaching so that it is always good or better, and thereby raise student achievement, by ensuring that all students are given clear, regular and helpful feedback on their work so that they know what they need to do to improve”

“Although a whole-school approach to marking has been introduced, with an emphasis on improving literacy through targeted teacher comment, teachers’ marking is still variable. There are examples of good feedback where, for example, students respond actively to teachers’ comments and make progress in their learning and literacy. Students report that they welcome this approach because it helps them see what to do next. However, too often, in the workbooks and folders seen, marking is superficial, often just celebratory, and does not help students to progress. Teachers’ comments too often lack detail and students report that they do not always know how to respond. At times, students’ misunderstandings or failure to complete tasks are not followed up by staff.”

**Lack of Detailed Marking Criticised: Feb 2016 (3):** [**https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100053**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100053)

“Improve the quality of teaching across the school by ensuring that: teachers’ written and verbal feedback informs pupils how to make further progress, and teachers check that pupils respond to it”

“The quality of marking and feedback to pupils varies across the school, although it has improved since the previous inspection. There are examples of strong practice in many subjects of both written and verbal feedback, having the desired impact of consolidating and deepening learning. On the other hand, too many teachers do not give enough feedback to pupils about their work and so pupils do not know how they can improve, and their progress suffers as a result.”

In a follow-up inspection in Sep 2016 it is commented:

“Higher expectations in relation to the quality of teaching, learning and assessment are now evident. Senior and middle leaders regularly monitor the quality of teaching and feedback given to pupils about how they can improve their work.”

The school’s marking policy can be found online and includes: detail marking of key assessments; a two week turnaround for written assessment; comment marking; written student response. The full policy can be found here: <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/AclandBurghley/Mainfolder/1_About_us/Policies/Marking%20Policy.pdf>