



**Saint Paul's Catholic High School**

*Moving forward together. Achievement for all!*

# MARKING & FEEDBACK POLICY



**Journeying together with Jesus Christ, we learn to love and love to learn.**

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## Rationale and Purpose

'Effective Feedback should be seen as more than simply a tool for assessing students' work, but instead one of the most widely agreed features of effective learning. But there is an enigma: while feedback is among the most powerful enablers to learning, its effects are among the most variable' Hattie 2012

The aim of this policy is to reduce this variability and establish a consistent approach to the way in which work is marked and fed back across the school. It will provide clear guidance as to the principles, strategies and expectations of effective marking and feedback, with an emphasis on enabling all students to make good progress.

Staff should be consistent in their expectations of students' work and students should have a clear understanding of the assessment of their work. Effective formative feedback, which will include verbal feedback that is not recorded, will provide individual students with the guidance they need to make further progress and achieve success.

## Aims and Principles

The core aims of this policy are:

- To provide effective feedback to students on their level of understanding and the steps they need to take in order to make further progress.
- To encourage students to have an active involvement in their own learning
- To adjust teaching to take account of students' progress
- To motivate students to produce work of the highest quality through the setting of challenging, achievable steps to consolidate/extend their learning.

Although some strategies and practice may necessarily vary from faculty to faculty, the following general principles must be consistent across the school:

- Teachers must ensure that the amount of time they devote to marking is reflected in the impact it has on student progress. Only substantial pieces of work need to be marked in detail and this should happen every 3 - 6 double lessons depending on the demands of each scheme of work. The work that is to be marked in depth in each scheme of work should be identified in advance and planned in to the 3 – 6 double lesson cycle for that subject.
- Marking needs to provide relevant and timely feedback – better to give feedback for one question by next lesson than every question by next month
- 'Back dated' marking does little to help students make progress
- Students must have a clear understanding of teacher expectations relating to marking and feedback
- Feedback must improve standards by giving clear strategies and opportunities for students to improve on their work and create dialogue which will aid progress
- Teachers must allow specific time for students to read and respond to marking. This must be an 'active' response requiring both thought and action.
- Marking must be manageable for teachers, and not unduly increase workload.

## Approaches to Marking

All marking at St Paul's should fit into one of the following categories and the consistent use of marking codes – see appendix 1.

**Acknowledgement Marking:** the teacher regularly checks that work has been completed and that there are no obvious mistakes but does not mark in detail. This light touch marking might include verifying peer assessed work. This is a valuable tool to ensure that students are completing tasks set and for providing acknowledgement of this. The use of stamps, ticks, 'score out of ten', stickers and codes (see appendix 1) are good examples of this type of marking.

**'Closing the Gap' Marking:** this is more thorough and detailed marking where students are given clear guidance on how their work could be improved (and hence 'close the gap'). Feedback is given on significant pieces of work as a specific question to be answered or set of instructions to be followed. It is essential that students get time to act on this feedback. The teacher will build in time to lessons for them to do this. This is known as 'MAD time' when students '**M**ake **A** Difference' to their work.

**Peer/Self/Verbal feedback:** verbal feedback often occurs at many points during the lesson both planned and spontaneous. Peer and Self-assessment can be effective tools to promote independent and reflective learning but the focus must be clearly on the learning objectives and success criteria and students should have the process modelled first.

**Marking for literacy:** in addition to regular class marking, all staff have the responsibility for promoting and modelling good literacy. Staff will use agreed literacy marking codes (see appendix 1) which will also be displayed in classrooms, errors will be identified and the relevant code written in the margin for student to correct at the start of the lesson.

**Whole Class Marking and Feedback:** teachers will on occasion mark a whole class set of books and offer feedback on 1 document for all students. This is a whole class feedback sheet and will detail common errors, examples of excellent work and specific MAD time activities that the students need to complete.

### **What this looks like in the Classroom**

Every lesson: Teachers share learning objectives and tell students how their progress will be assessed against these. Teachers make success criteria explicit before students start any pieces of work that will be marked in detail. Students are confident that assessment and feedback will be linked to these criteria.

On a regular basis: Selective self or peer marking will be planned for and encouraged. Students expect verbal feedback from their teacher so that areas of difficulty are addressed promptly. Opportunities are given wherever appropriate for students to act upon verbal and written feedback. Students are encouraged to check their work for common literacy errors, and self-correct as directed by their teacher

Every 3-6 lessons: Teachers use one of the suggested 'closing the gap' strategies (see appendix 2) or similar to mark a piece of work in detail. A section of the next lesson is devoted to students responding to and acting on the feedback. This is 'MAD' time and teachers must ensure that students understand what is expected of them.

### **Summative Marking**

All of the marking approaches contained in this policy can be used as formative marking. There will still be occasions when we are limited to marking summative – i.e. according to exam board criteria for coursework, controlled assessments, BTEC assignments or similar. It is expected that students will have already received some form of formative feedback before the summative mark is given. Examples of this might be informal, verbal feedback given on a piece of coursework before the final submission, or detailed feedback given on a mock exam so that a student can act on it to improve before the final exam.

When appropriate to the piece of work, a summative grade should be fed back to the student. However, departments should ensure that these are accurate reflections of attainment against published criteria and not 'inflated' or used in any other way. For example, avoid using 1, 2 3 grades if the work does not correspond to criteria at that grade.

### **Presentation**

There are specific guidelines for the standard expected in students' written work: -

- All work titled, dated in full and underlined with a ruler
- Cross out any mistakes with one neat line – no correcting fluid
- Blue or black pen for writing; pencil for diagrams and illustrations
- No scribbling/graffiti etc.

## Monitoring

Implementation of this policy will be regularly monitored by Heads of department, TLR holders and the senior leadership team. This may be through informal checking, learning walks, work scrutinies and/or student voice activities. It is expected that the quality of marking and feedback be taken into consideration when making any judgements on the overall quality of teaching and learning.

## Guidance on marking the work of students with dyslexia

N.B. The term 'Dyslexic' or 'Dyslexia' is used throughout these guidelines to describe all students with Dyslexia or other Specific Learning Difficulties such as Dyspraxia, Attention Deficit Disorder or Dyscalculia.

Introduction In October 2010 the Equality Act became law. This follows previous legislation: SENDA (2002) and the DDA (1995) which required Higher Education Institutions to provide reasonable adjustments to enable disabled students, including dyslexic students, to access the curriculum.

The Equality Act extends and strengthens the previous legislation with regard to disability. The legislation states that it is illegal to treat a disabled person less favourably than others for a reason that relates to their disability without justification, and in some cases, it may be legitimate to treat a disabled person more favourably'. If a student is at a substantial disadvantage, the educational provider is required to make reasonable adjustments.

The UK Quality Code for Higher Education advises that: "Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. "

*(Part B, Chapter B3, 2015)*

This applies to marking as well as curriculum delivery.

### What kinds of 'substantial disadvantage' may students with Dyslexia/SpLD experience?

<b>Dyslexia</b>	Difficulties with handwriting, spelling, sentence structure, grammar
<b>Dyspraxia</b>	Poor or slow handwriting, poor structure in written work, difficulties organising paragraphs
<b>Attention Deficit Disorder (with or without Hyperactivity)</b>	Poor concentration, difficulties finishing work, poor time management, impulsivity
<b>Dyscalculia</b>	Problems with understanding basic number concepts and relationships.

According to the British Dyslexia Association dyslexia is a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weakness may also be seen in processing short-term memory, sequencing, auditory and visual perception and motor skills. The number of students with dyslexia entering higher education has increased significantly in recent years. This is primarily due to better awareness amongst teachers at second level regarding diagnosis. This is coupled with developed support strategies to assist people with dyslexia to reach their academic potential.

It is important to note that making any accommodation for a student with dyslexia should not undermine academic standards. Certain subjects' areas e.g. languages, may explicitly assess competence with grammar, spelling and written expression. It is considered best practice that each curriculum has clear aims and objectives, taking into consideration professional considerations. These aims and objectives should then give weighting as to the importance of written language skills. The marking criteria should be made explicit to all students for the curriculum.

If assessed work is to be returned to a student after marking, any comments provided by the assessor should be as positive and constructive as possible. Written feedback should be clear and specific and annotations in the margin should be clearly linked to the section of the response to which they refer. Corrections to spelling, punctuation and grammar are often appreciated but should be limited to major errors unless orthographical and grammatical accuracy are explicitly under evaluation.

The purpose of these guidelines is to highlight best practice in assessing the work of dyslexic students.

## Guidelines for Marking

- a) Read the work looking for ideas, understanding and knowledge;
- b) Be very clear about the marking criteria in terms of the student meeting the learning outcome;
- c) Make constructive and positive comments;
- d) Explain your comments in a straightforward way;
- e) Word process feedback if possible;
- f) If you are commenting on spelling, grammar and punctuation, select a sample section rather than correcting the entire essay and inform the student that this is your approach;
- g) Each course should have explicit marking criteria which identifies how many marks are awarded for spelling and grammar

***At St Paul's Catholic High School, we adhere to the marking and assessment classroom checklists as composed by the British Dyslexia Association:***

Marking/Assessment	Check
1	Homework set is appropriate for the individual pupil, where necessary it is differentiated.
2	Marking criteria are clearly explained to pupils.
3	Pupils are encouraged to record homework in a variety of ways.
4	Where appropriate homework is marked for content rather than accuracy of spelling, etc.
5	Feedback should be positive and constructive.
6	A clear indication of the time to be spent on homework should be given.
7	Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them.
8	Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice.
9	Pupils know how to access additional support with homework if required.

## St Paul's marking and feedback: Departmental guidelines

### English

In addition to the above policy, the English department utilise green pens when students carry out their MAD time tasks or label as MAD Time. When students are asked to do self-assessment, they write 'SA' in the margin. When students are asked to do peer-assessed work they write 'PA and the initials of their peer' in the margin.

## **Maths**

All pupils are given an orange 'workbook' and a blue 'Assessment & Progress' book.

### **Orange - Workbook**

In the orange workbook pupils complete their class work and make key notes. Key notes are highlighted using pink highlighters.

### **Blue – Assessment and Progress**

In the pupil's blue 'Assessment & Progress' books, there is a 4-Part process to marking, consisting of a mixture of pupil, teacher and peer marking.

#### **Part 1 - Topic Test**

At the end of each topic, pupils complete an open book topic test. These tests relate to the learning objectives from the scheme of work. The topic tests are marked in class using pupil/peer marking. The use of open book topic tests is to encourage students to take pride in their work and encourage pupils to make the work in their orange workbook meaningful and useful.

#### **Part 2 - Written feedback sheet**

Students fill in a coloured written R/A/G feedback sheet in a yellow box. The teacher should then go back through the test, correct a mistake and scaffold the correct solution. The pupil should then be given a follow up question, set by the teacher, that is similar in scope to the scaffolded mistake.

#### **Part 3 - Response Questions**

Pupils are then given a set of differentiated response questions. The teacher is to highlight/identify the questions that the pupil is to complete in their next MAD time session. These questions should then be marked by the class teacher.

#### **Part 4- Home Learning**

## **Science**

At the end of completing a topic in Science, teachers give students an end of topic test (on A4 yellow paper). In addition to this, KS4 students will also carry out full past paper mock examinations in Biology, Chemistry and Physics at certain times of the year.

Staff will then mark the responses in detail in red pen or the test could be self-assessed by pupils using green pen. All KS4/GCSE full past paper mock examinations will be marked by Science staff in red pen. Teachers will then return the marked assessment with a mark scheme and students then correct their responses (in green pen) with expert guidance given by their Science teacher.

A whole-class feedback sheet (on A4 yellow paper) will then be given to pupils, offering feedback and extra questions linked to how students performed in their assessments. Students then attempt these follow-up questions and then self-assess these responses (in green pen), guided by their Science teacher.

In KS3 and KS4 all lessons will aim to have self/peer assessment via correcting questions/tasks in exercise books/assessments and recall questions. Students will be given green pens to carry this out.

## **Art**

The art department tracks students work grading each piece 1-5. 1=No evidence, 2= requires improvement or completion, 3= Good, 4= excellent, 5=Outstanding. Both classroom tasks and homework tasks are graded this way and are open to being changed as students refine and improve their work.

The Art department undertake verbal feedback and utilise department trackers to monitor progress made of key skills and knowledge. Pupils then receive a cumulative mark at the end of the unit or at which ever point the grade is required

At KS4 students are also provided with personal learning checklists which allow students to focus on specific areas. Students are also given regular written feedback in their art logs (see example) kept in their folders to support their learning.

## Technology

The Technology department utilise green pens when students carry out their MAD time tasks or label as MAD Time. When students are asked to do self-assessment, they write 'SA' in the margin. When students are asked to do peer-assessed work they write 'PA and the initials of their peer' in the margin.

Verbal feedback is also implemented into lessons with the aim to provide feedback based on the practical elements of the course. Photographs are taken and used as evidence to support the feedback process that has taken place within the lesson.

## Child Development

Verbal feedback is provided to pupils within lessons based on acknowledgement linked to the learning objectives and success criteria within the lesson. The success criteria for the scheme of work as a whole is shared with pupils at the start of each topic and pupils are frequently assessed within lessons using a tracking system consisting of keys skills and knowledge.

## PE

At Key Stage 3 when we are covering NC2, 3 and 5 there are ample opportunities for self and peer assessment to be implemented into lessons during sports such as: Trampoline, Athletics, Dance, Gymnastics. These sports in particular provide opportunities for students to develop their techniques and improve their performance in competitive sports whilst also providing opportunities to explore dance techniques within a range of dance styles/forms.

## ICT (Creative Media)

Controlled assessment work is tracked electronically and marked in line with exam board rules and regulations. Classwork tasks that are done in preparation for controlled assessment assignments are completed in exercise books and are then marked in line with our school policy

## Business Studies

Controlled assessment work is tracked electronically and marked in line with exam board rules and regulations. Classwork tasks that are done in preparation for controlled assessment assignments - these are completed in exercise books and are then marked in line with our school policy.

## Computer Science

Within exercise books (used intermittently, depending on the topic) work is marked using the school policy. However, at times when work is completed on computers, it is printed and placed in exercise books with feedback provided through self or peer assessment resulting in clear target setting.

## MFL

Our marking policy incorporates the whole school policy along with MFL specific challenges to aid the development, progression and success of all students in MFL, for example:

The image displays three examples of MAD TIME worksheets for Modern Foreign Languages (MFL). Each worksheet is titled 'MAD TIME' and includes the St. Paul's Catholic High School logo. The worksheets are structured as follows:

- Section 1 (A1):** What is the English for... (English)
- Section 2 (A2):** What is the Italian for... (Italian)
- Section 3 (A3):** Rewrite this with corrections made
- Section 4 (A4):** Can you tell me... (Self-reflection)
- HCQ: Higher Challenge Question**
- CORE TASK 1:** Underline please
- CORE TASK 2:** Rewrite in Italian
- CORE TASK 3:** Go back and complete all previous MAD time work
- CORE TASK 4:** Complete task
- CORE TASK 5:** Stick in worksheet

The marking key on the right of each worksheet includes:

- ✓** A good point or a strength in the work
- C** Check/correct this error
- A** Take this ACTION to improve your work
- Sp x3** Rewrite the spelling three times in both languages
- G** Check and correct for grammar
- Cp** Check and correct for capital letters
- P** Check and correct for punctuation

The three worksheets shown are for English, French, and Spanish, with the core tasks adapted to the respective language.

## Drama and Music KS3

With the Performing Arts Department, assessment outcomes are linked to each lesson in the scheme of work. Every assessment outcome will be covered in a term and pupils are given a target based on teacher assessment. Information is gathered at timetabled assessment points and tracked using an internal tracking system linked to assessment objectives. Students will self-assess their work at the end of the lesson. In order to clearly support self-assessment, verbal MAD time is also built in to every lesson. All students are given time to improve their work practically using the marking and feedback given.

### Each Term

- At least one piece of performance work will be filmed each term.
- At least one feedback session will be filmed each term.
- Students will complete one written piece of peer feedback each term and this will be placed in pupil folders to support the learning journey.
- Skill tracker will be completed by the class teacher.

### **Drama and Music: KS4**

Improvements to student work will be verbally advised in line with the exam specification and only before the final submission and assessment date for each task. Assessment sheets will be completed at a mid-way point for each task and at the end of each task, again in line with the exam board specification.

### **Geography**

*No additions to the whole school policy*

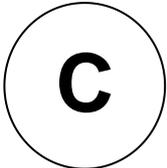
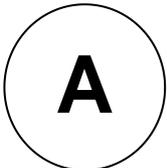
### **History**

*No additions to the whole school policy*

### **RE**

*No additions to the whole school policy*

Marking and Feedback Codes

	A good point or a strength in the work
	Check/correct this error
	Take this ACTION to improve your work in the yellow box or label as MAD Time
	 
Sp	Check the spelling of subject specific vocabulary as a priority
G	Check and correct for grammar
Cp	Check and correct for capital letters
P	Check and correct for punctuation

## Appendix 2

# Suggested strategies for 'Closing the Gap' marking

### Example 1

Highlight scope for improvement in a paragraph or an aspect of a piece of written work by highlighting the paragraph in yellow and linking it to an ACTION.

when we reached the circus we found it was really busy lots of people bumped into us including small woman who starting shouting get out of my way really loudly how rude replied my dad some children started shouting their parents told them off and they were hustled and bustled into the big top we went in too and were surrounded by rows and rows of people waiting expectantly for the show to begin i was excited that at last i would see what all the fuss was about



A

P - Rewrite this paragraph below

### Example 2

Direct the student to develop an aspect of the work by deploying a sentence stem as an ACTION

A

Overall I think...

Now try this...

$-8 \times (-4 + 7)$



### Example 3

Where a misunderstanding has been identified, correct it and then check for understanding.

A

Now try this...

$-8 \times (-4 + 7)$



### Example 4

Link an action to a specific learning objective or personal student target. SHOW students where they have missed this opportunity. In this case, students will be embedding factual knowledge in order to strengthen an argument.

'One reason smoking is bad for you is the effects it has on health. It causes lots of diseases. It also has....'

A

Add FACTS to improve the argument.

In fact,

Maybe,

Also,

