



## St Bede's Catholic High School

# Marking and Feedback Policy

*"I am the vine, you are the branches. Whoever remains in me, with me in him, bears fruit in plenty." John, 15:5*

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the school. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date: January 2024

Next review date: January 2025

Reviewed by: Mr A Holt

Approved by Headteacher: January 2024

## Rationale

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— Dylan Wiliam, Embedded Formative Assessment

The aim of this policy is to establish a consistent principles and approach to the way in which depth of learning is assessed, fed back and acted upon across the school. It will provide clear guidance as to the principles, strategies and expectations of effective assessment, marking and feedback, with an emphasis on enabling all students to 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. The principles of effective formative assessment will be applied to

## 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 subject to subject, the following general principles must be consistent across the school:

- Teachers must ensure that the amount of time they devote to assessment and feedback 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 on the demands of each scheme of work or at an appropriate point in the scheme of work.
- Marking needs to provide relevant and timely feedback – better to give feedback for one question by next lesson than every question by next month
- Students must have a clear understanding of teacher expectations relating to marking and feedback. The feedback should relate to component knowledge, learning intentions and success criteria.
- 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 and feedback

All marking at St Bede’s should fit into one of the following categories:

**‘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 ‘MRI time’ when students ‘My Response Is’ to their work. Pupils’ response to feedback/assessment should be completed in green pen.

**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. See Every Lesson below.

**Marking for literacy:** in addition to regular class marking, all staff have the responsibility for promoting and modelling good literacy. Staff will use literacy marking codes 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 may choose to 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 MRI time activities that the students need to complete.

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

Every lesson: Teachers share learning intentions 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.

Teachers will employ EFA strategies to assess pupils learning in class and address any gaps in knowledge or misunderstandings.

These will include:

Retrieval Practice

Cold Calling /Questioning

Intentional monitoring of work during the lesson

Use of mini white boards

Exit tickets

ETC

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. Any self or peer marking will be in green pen.

\*Frequency Teachers use one of the suggested assessment 'closing the gap' strategies or similar to assess 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 'MRI' time and teachers must ensure that students understand what is expected of them. There should be 1 to 2 teachers assessed pieces of work where appropriate in each unit of work.

## **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, 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.

## **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
- Black pen or Blue pen for writing; pencil for diagrams and illustrations
- No scribbling/graffiti etc.

## **Monitoring**

Implementation of this policy will be regularly monitored by Curriculum Leaders and the SLT. This may be through informal checking, curriculum reviews, work scrutiny and/or student voice activities. There is a whole school quality assurance process that will monitor and evaluate the implementation and impact of the policy. The quality of marking and feedback will be taken into consideration when making any judgements on the overall quality of teaching and learning.