

HOLY FAMILY CATHOLIC HIGH SCHOOL



MARKING & FEEDBACK POLICY

POLICY DATE: NOVEMBER 2018

REVIEW DATE: NOVEMBER 2021

Marking and Feedback Policy

Mission Statement

‘Together we step out in faith, weathering the storms that may challenge us, confident that Christ is with us and united as a holy family’

It is within this context that our Marking and Feedback policy is written, the aim of which is to ensure that each child realises their full potential –spiritually, academically, socially, morally and culturally, so that they can all ‘increase in wisdom and grace’.

Vision

- The Governing Body is committed to the provision of high quality marking and feedback and seek to promote our Catholic ethos by ensuring that marking and feedback uphold the value and dignity of our pupils and provide opportunity for all pupils to develop fully their academic potential
- We aspire to become an outstanding school in every aspect and therefore seek to provide a framework for teacher marking and feedback that provides pupils with incisive advice about what they can do to improve and that this feedback results in real gains in their knowledge, skills and understanding

Rationale:

The aim of the policy is to provide all stakeholder groups of Holy Family Catholic High School with a clear strategic direction and common sense of purpose in relation to the marking and feedback of pupil work. It is recognised that the importance of timely feedback, in response to student work, will improve learning and allow for outstanding progress over time. Effective marking and feedback plays a fundamental role in the planning of lessons that exude a quality first teaching approach. It is also widely acknowledged that marking should be driven by a meaningful approach and should not be unnecessarily burdensome. This policy outlines effective measures to ensure marking is “meaningful, manageable and motivating”.¹

Aims:

- To monitor, assess and evaluate a pupil’s current stage in their learning journey, to identify strengths, weaknesses and next steps to make accelerated progress.

- To provide evidence for assessment that informs data collection and reporting.
- To set appropriate targets to challenge upper achievers and support every pupil throughout their learning journey.
- To standardise the marking procedures and common language, to maintain consistency across the school.
- To promote a positive growth mind-set for pupils, in line with school development, enabling pupils to take ownership of learning in order to become resilient individuals.
- To promote our Catholic ethos through a celebration of progress and attainment.

Principles:

- Marking will be focused against the objective and outcome.
- The focus will be on feedback and pupils are given opportunities to reflect on marking.
- Give recognition and praise for what the pupil has done well
- There is consistency in applying the common language, but it is designed to provide teachers with autonomy to ensure marking is proportional to curriculum time.
- Verbal feedback is an effective way to ensure pupils make expected progress, particularly in practical subjects.
- The summative assessment sticker is a standardised approach to be adopted in all subject areas.
- Non-negotiables refer to the entry routine process where pupils write and underline, in black pen, the date, title and differentiated WILF.
- Be seen by students as a positive approach to improving their learning.
- Inform future planning for progression for all pupils from their different starting points

A framework for consistent and effective marking and feedback

Pupils work must be marked in purple so that it can be clearly seen and readily distinguished from pupil work.

Types of Marking and Feedback:

1. Summative marking
2. Acknowledgement marking
3. Verbal feedback
4. Peer and Self-Assessment
5. Marking for Literacy
6. Live marking
7. Dedicated Improvement and Reflection Time

1. Summative marking

All subject areas will undertake a deep mark every 6 weeks in the learning cycle. A clear outcome is displayed, along with criteria relevant to the assessment task. Quality written feedback is provided to the pupil using the 'strengths, weaknesses and next steps' framework. Subsequent lessons should take the form of Assessment for Learning to provide opportunities to respond to feedback and improve using the guidance provided. Pupil response should be written in green pen to clearly demonstrate improvement.

Quality marking should use the SWNs framework: Strengths, Weaknesses and a Next Step and should be laid out at the end of the piece of work as follows:

- S** What the pupil has done well in relation to the lesson outcome
- W** What the pupil needs to do to improve and make progress in their learning in relation to the lesson outcome
- N** One focussed comment on how to make the required improvement with an example if appropriate

Teachers must check that feedback is being acted upon and that pupils are no longer making the same errors and omissions in later pieces of work.

2. Acknowledgement marking

All work completed by a pupil should be acknowledged to some degree; praise is important as pupils are to maintain a positive attitude to their learning.

However, this should be focused against the success criteria, as non specific praise is often not valued as a necessary component in achieving positive growth mind-sets. Light touch marking can be acknowledged through ticks, teacher initials or teacher stamps. This marking does not have to include a grade or mark, but attainment based comments are encouraged through the use of common language 'strength, weaknesses and next steps' framework. Additionally, literacy errors and common mistakes are identified for correction by the pupil. Teachers should also address any presentational issues against the non-negotiables. Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. In all cases, acknowledgement should always relate to the learning intention.

3. Verbal Feedback

This is particularly effective as an Assessment For Learning tool and should be common practice in line with quality first teaching expectations. Some subject areas, particularly the practical subjects, will use this more frequently. It is the responsibility of the teacher to intervene and offer effective feedback during lessons to ensure pupils make expected progress over time. This may be identified in books with a VF stamp and a change to green pen. In practical areas, this will be demonstrated and evidenced in the learning journals.

4. Peer and Self-Assessment

Pupils are provided with an opportunity to reflect on their own work, so they understand the importance of the process and not just the outcome. Pupils are encouraged to partake in pre-marking activities and are given specific and direct criteria with which to mark against. Pupils should also use the common language 'strengths and next steps' framework.

5. Marking for Literacy

Not every spelling, punctuation or grammatical error should be identified. An acknowledgment of an error is to be addressed with the common literacy code, whereas a mistake should be circled for the pupil to address in green pen. Where there is a spelling inaccuracy, the correct spelling should be put in the margin for the pupil to record in their individual spelling log.

Sp Spelling

P Punctuation

Gr Grammar

T Tense

^ Word/s missing

// paragraphs

? Meaning is unclear

CL Capital letter needed

6. Live Marking

Recognition that marking and feedback does not have to take part after the lesson. Live marking is a combination of written and/or verbal feedback given throughout the lesson as general guidance, one to one feedback, or following the use of a model answer. Pupils should switch to green pen in response to advice given.

7. DIRT Dedicated Improvement and Reflection Time

Opportunities are provided for pupils to reflect and improve on the targets set during the marking and feedback process. This ensures that the feedback provided to students is understood, acknowledged and acted upon. To further support the progress of students, DIRT should be used systematically as an Assessment For Learning tool, not just following summative marking. DIRT is in line with Teaching and Learning strategies to improve the growth mind-set of pupils; it allows for a specific occasion where students are actively involved in the improvement process.

DIRT marking includes:

focused feedback, specific areas to improve on;

models, the use of a WAGOLL (what a good one looks like) to scaffold an answer or the use of a WABOLL (what a bad one looks like) so they have the chance to review and improve and so deepen understanding of what they need to do to improve;

verbal feedback.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Maths, Science and RE should assess written work at least every fortnight. Quality marking will be in evidence across all subjects at least once every six weeks in-line with the learning cycles.

Grading and written feedback

Pupils should be given information on their progress compared to their Minimum Target Grade (MTG) at least once per half term. At Key Stage 3 this should be expressed using the school's agreed assessment framework. At KS4 pupils should receive this feedback according to the grading structure of the qualification for which they are studying.

Quality Assurance

The Standards Team has responsibility for Quality Assurance (QA) under the direction of the Lead Teacher responsible for Teaching and Learning, and are responsible for ensuring that the school's policies linked to marking and feedback are being consistently and effectively translated into practice and lead to gains in learning and outstanding outcomes for all pupils.

Work Scrutiny

Work scrutinies form part of the school's quality assurance procedures and will be used for school improvement purposes to gauge the impact of CPD activities on improving the overall quality of marking and feedback. Heads of Department are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for whole-school and subject self-evaluation. The views of pupils about marking and feedback will also be sought routinely as part of the school's Quality Assurance procedures.

Assessment grades are collected from staff to share with colleagues and parents via short reports and full reports every six weeks.

Work scrutiny will be conducted at three layers; Head of Department; Head of Faculty; Senior Leadership. Teachers will be given at least 24 hours-notice of a work scrutiny request.

The Lead Teacher of Teaching and Learning will:

- Keep a data base of the overall quality of marking and feedback across the curriculum and key stages that will be used to inform a whole-school CPD strategy.
- Offer detailed verbal feedback within 48 hours of the work scrutiny taking place.

The Teaching Standards Database

The Teaching Standards Database, records the overall quality of marking and feedback over time.

The Teaching Standards Database will be determined by the following non-exhaustive evidence:

- Lesson Observation(s).
- Learning Walks.
- Pupil shadowing and identified pupil trail of discrete groups
- Analysis of learning cycle progress data.
- Previous examination results.
- Pupil Work Scrutiny.
- Book trawl.
- Pupil Voice, including questionnaires and interviews.
- Meetings

The data base is a record of the evaluation of teaching, marking and feedback over time and its impact on learning and progress and is not a record of judgements on individual teachers.

Parents' and Carers Involvement

Parents and carers have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the pupil planner and via the Form Tutor who is the first point of contact in school.

Marking at a glance.

| | Type of marking | Method of Identification | Frequency: Core/written | Frequency: Practical |
|---|---------------------------------------|---|--|--|
| 1 | Summative/ Deep marking | Stickers. Strengths, Weaknesses, Next Steps | Once a learning cycle. Staff are to use the sticker, marking in purple. Pupils respond in green pen. | |
| 2 | Acknowledgement, light touch marking. | Ticks, teacher initials, stamps, literacy corrections. Brief attainment based comments. | All work acknowledged. Frequency proportional to curriculum time, as direct by HoD. | Acknowledgment may take the form of verbal feedback in practical subjects. Recorded by the students in their learning journal. |
| 3 | Verbal Feedback | VF | As appropriate. | |
| 4 | Peer/Self Assessment | Written in green pen. Stamp peer/self assessment. | As appropriate. | As appropriate. |
| 5 | Literacy | Common marking code. Teachers mark in purple. Students make corrections in green. | During acknowledgment marking, where needed-not every mistake or error to be highlighted. | When appropriate in pupil feedback boxes. |
| 6 | Live Marking | As acknowledgement or verbal. | During lessons or when modelling answers. When appropriate. | |
| 7 | DIRT | Pupils green pen response. | At least once a learning cycle following the deep mark. Can be used as a formative process at discretion of teacher. | |

Signed: 

Chair of Governors

Signed: 

Headteacher

Date: 11 January 2018

Policy Review Date: January 2022