

School Feedback and Marking Policy

Our Mission

This school exists to serve the Catholic community in providing education of our young within a faith environment, grounded in the vision of Jesus Christ. Our school aims to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others, and grow in the love of God. We aim to serve each other, the Church, parents and the wider community.

We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

Our Goals

Worship

To celebrate our faith by creating structures and encouraging attitudes that will make prayer and liturgy highly valued, with all members of our community becoming involved.

Attitudes and Values

To create within the school a caring community that respects the dignity, integrity and individual needs of all and to develop an understanding and pride in the diversity that is our school's and this country's heritage. In so doing, to ensure that this is a place of truth, honour and kindness where the values of the gospel are seen in all that is attempted and achieved, and where the love of God touches all who come into contact with the school.

Achievement

To provide all pupils with the means and opportunity to identify and develop their potential intellectually, physically, spiritually and socially, through a balance of self discovery and excellent teaching.

Community

To value the diversity of people's backgrounds and faiths in our global community and to promote equality of opportunity for all. In so doing, to work with partners, other schools and local businesses to develop life-long learning opportunities and to establish the school in the wider community.

Using Our Talents

To use the expertise and resources of the school's specialist language status in developing innovative practice and raising standards across the school.

Feedback and Marking

Feedback is a critical component of enabling pupils to make progress, as such it forms an essential part of the teaching and learning process, rather than being viewed as something separate from it. Verbal feedback is essential in giving pupils real time information on how their learning is progressing, there is no need for this feedback to be recorded by the use of stamps or signature of the teacher. Verbal feedback will be evident to any observer in the classroom through watching the lesson and talking to pupils.

Marking is the process by which feedback is formalised, it should lead to the pupil being able to improve their understanding or application and should leave the teacher informed as to how to meet the needs of the pupils on an individual and class level.

Less detailed marking such as monitoring a pupil's book to ensure good presentation, completion of work and literacy must also take place throughout the year and is referred to as 'maintenance marking' this should be defined in terms of frequency and detail in the department policies which follow the main policy, but the codes used must be those detailed in the 'Literacy and Numeracy' section below.

Principles

The following principles underpin our feedback and marking ethos at Cardinal Heenan Catholic High School and should be apparent in all departmental policies. The phrases in bold appear in the 'quality first teaching' document. (Appendix 1)

1. Plan to Mark
Ensure that the pieces of work which are going to be marked by the teachers are strategically planned (evident in departmental SoW/SoA) so that the pupils benefit the most from your marking of their work – plan to mark pieces of work which are designed to allow for developmental feedback , where possible in the lead-up to a summative assessment.
2. Fewer pieces, higher quality feedback
Research suggests that learning is more effective when teachers mark fewer pieces of work to a higher quality than vice versa. Set an effective task linked to the learning outcomes , which probes understanding . The marked work must then inform the planning of the subsequent lessons to address any misconceptions or areas for improvement.
3. Mark the best work
Give pupils time and support to enable them to produce a well-considered piece of work, if the teacher is going to invest time marking it to a high standard then the piece of work the pupil produces must be their best effort.
4. Time to mark, time to improve
Ensure that the time between the pupils completing the work and them receiving it back from the teacher is as short as possible while maintaining high quality marking. Then allocate time for pupils to reflect on their learning and allow them to improve or correct their work . This applies to both in-depth marking and maintenance marking.

Maintenance Marking

Maintenance marking refers to the type of marking where issues of presentation, use of key terminology and adherence to established rules for diagrams, tables *et cetera* are checked (these may be defined at a department level). It is also expected that the exercise book is free from graffiti and that necessary worksheets are glued into the book. The appearance of the book and the level of care taken in the production of work are indicative of behaviours relating to the learning process. Some basic rules for the presentation of work, which are expected to be followed by all pupils are outlined below.

- Titles written in pen and underlined using a ruler.
- Dates written on the right hand side of the work and underlines with a ruler.
- Work completed in blue or black ink only. Responses to feedback may be written in green pen.
- Diagrams completed in pencil and labelled in ink.
- Mistakes indicated by a single ruled line through. Correctional fluid not allowed.
- New work to follow after previous work to avoid wasting space, this should be indicated by ruling off under the previous work or by the use of a new page where appropriate.

Literacy and numeracy feedback

For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback;

Work should be marked for literacy using the following symbols:

Sp incorrect letters circled in the word = incorrect spelling

// in the student's work, means start a new paragraph

∧ missing words

? unclear meaning

P faulty punctuation

C capital letters;

We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

Quality Assurance and Evaluating Impact

The self-evaluation schedule sets out specific tasks such as book reviews, learning walks and pupil voice (Appendix 2) which all involve processes that monitor and evaluate the effectiveness of marking and feedback in the lessons. These processes should be developmental opportunities for staff and departments to share good practice and consider ways to improve the feedback the pupils receive.

Curriculum leaders are responsible for conducting these tasks and their findings are discussed with senior leaders.

Book Reviews

Book reviews are to be carried out at certain times of the academic year, usually every half term. This process will involve an element of self and peer evaluation of marking and an evaluation of the department, and teachers within it by the curriculum leader. It is important for teachers to reflect on their own marking and there should be an element either within the book review process or outside of it that allows for this – it is an important element of performance management. It is the responsibility of the curriculum leader to set the focus for the book review (such as evaluating the impact of marking a selected piece of work on the outcome of an associated assessment which followed it) and to also check maintenance marking is in line with the department policy. Evidence from the book reviews conducted throughout the year will be referenced in the performance management cycle for teaching staff. A pro-forma for departmental book reviews is included in Appendix II.

Departmental Policies

Each curriculum department has its own feedback and marking policy which has been quality assured by the SLT and is reviewed regularly by the department. These policies reflect the ethos of the main policy above and ensure an effective developmental process for feedback and marking.

Dr Patrick Caldwell, September 2017