

St. Benedict's Catholic High School



Whole School Marking and Feedback Policy

Philosophy

Verbal feedback and constructive marking help to raise standards. They form a useful and powerful ongoing diagnostic record of achievement for all students. They make it possible to track the learning objectives and outcomes for individual learners on a day-to-day basis and inform the next cycle of planning for teaching.

They are also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.

Aim

Our aim is to provide a feedback and marking policy that, when shared by both adults and learners will:

- Create a dialogue between learner and teacher/learning assistant
- Ensure continuity for the learner as s/he moves up through the school
- Signal areas of achievement and areas for development to both teacher and learner
- Inform future planning
- Raise the achievement and self esteem of learners by providing them with prompt, regular and diagnostic feedback of their work
- Help all learners to reach, or exceed their academic potential.

Principles of Feedback and Marking

- It provides opportunities to celebrate and acknowledge achievement, progress and effort
- It provides opportunities for prompt and regular written or spoken dialogue with the learner
- It ensures that teachers/LAs and learners are clear about the learning objectives of the task and the criteria for success. The marking is directly related to these
- It allows teachers/LAs and learners to provide constructive suggestions about ways in which work might be improved
- It enables teachers and learners to follow up agreed targets and to see the extent to which these have been achieved.

Practices of Feedback and Marking

Student-Centred

- Learners are encouraged to comment on the work themselves before handing it in or discussing it with teachers. This could be by the use of smiley/sad faces at the end of the work to indicate how they feel about it.
- Learners should be aware of their successes within a section of work and how to improve it. Successes could be shared within a class.
- Learners are given the opportunity to self assess, in pairs or groups, where appropriate
- Learners are given the time to act upon the feedback given, either at the start of the next lesson or for homework. Some time will need to be built into lessons or homework to allow this to happen
- Learners are encouraged to discuss feedback with their teacher

Teacher/LA Centred

- Teachers/LAs are selective in the aspects about which they choose to comment. The selection will be predetermined so that all relevant aspects are covered over a term. Subject handbooks will contain more details of how this applies to particular subjects.
- Teachers/LAs comment on positive aspects of the work AND on areas for development
- Teachers/LAs recognise effort as well as quality
- Teachers/LAs use the information gained through marking, along with other available data, to adjust future teaching and learning strategies
- Teachers/LAs differentiate feedback ensuring that all learners know how to move forward. This means that comments are modified to suit the age and ability of the learners. (Using codes or pictures if appropriate)
- Work that has been improved following feedback will be re-marked.

School Centred

- There must be a uniform approach (with minor subject variation) across the school
- The policy will be discussed with all new members of staff to ensure that practice reflects school policy
- Departmental practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school. (There will

obviously be variation in the way it is implemented depending on the number of lessons for a subject/year group)

- Work that is returned to learners will be marked or given verbal feedback
- Feedback and marked work will be returned to the learner as quickly as possible. The timescale will obviously depend on the length and complexity of the work being marked.
- The principles of feedback should be shared with parents.

Importance of marking

Motivation: Learners are more likely to be motivated to make improvements if marking is regular and formative

Assessment for learning: Learners know their level and how to improve

Regular feedback to inform teachers/LAs, learners and parents

Knowledge and understanding can be checked and corrected by teachers/LAs

Independent learning: Feedback in the form of questions can promote independent research

Needs of the individual: All learners are catered for as marking and guidance are provided according to ability

Gain: Learners receive recognition for their efforts and achievements

Involving Learners

Learners should be part of the assessment process. As a school we use the following procedures to ensure that this happens.

- Verbal feedback
- Focused written marking with time allowed in lesson for follow up
- Self assessment
- 'Critical friend' feedback
- Planned opportunities for discussion, whole class or group, where appropriate

Motivating Learners

Teachers/LAs should endeavour to motivate learners by:

- Suggesting alternative approaches that may improve their work
- Acknowledging good work to confirm that the learner is on track
- Using encouraging comments on areas that need to be developed
- Avoiding comparison with other learners

Strategies

... all assessment and other processes should bring people back to the content of the curriculum (and the extent to which it has been taught and learned), instead of focusing on abstracted and arbitrary expressions of the curriculum such as 'levels'.

Curriculum focused assessment
Report by the Expert Panel for the National Curriculum Review
December 2011 (Chapter 8.24)

Feedback may be written or verbal.

Not all work needs to be marked in detail. Checking that it is complete and setting a target where appropriate may be enough.

Spelling, punctuation and grammar should be corrected in line with the school literacy policy. Not every error needs to be corrected in every piece of work.

For core subjects work should be marked at least once every 2 weeks. In non-core subjects books should be marked a minimum of 2 or 3 times per half term, depending on the number of lessons a group has.

For all subjects time needs to be built into lessons to allow for reflection on and improvement of marked work. This should be about **5 - 15** minutes in which the learner can:

- Read work and marking
- Correct errors
- Answer any questions that form part of the feedback (The use of a different colour ink may be helpful)
- Add words to spelling lists
- Set new targets where appropriate

Where a learner sets a target this must be checked when work is next marked. If they have met their target then they should be encouraged to set a new one. If the target has not been met then a discussion of how it can be achieved should occur.

Summative marking should occur at the end of each module, or twice a term, whichever is appropriate.

All teachers must keep a record of the work they have marked. The record may be a central one shared by the department. Details should be taken to relevant department meetings so that learners who are progressing well, or failing to thrive, can be discussed and suitable action taken.

Subject specific marking policies which follow the general school policy can be found in the Department Handbook.

Monitoring and Evaluation

Departmental Heads and SMT will carry out book trawls, covering all year groups over the course of the year, to monitor and evaluate the policy. This could be achieved by half-termly trawls

They will produce an action plan prioritising any changes.

Policy Review

The policy will be reviewed bi-annually.

All members of staff must understand and implement the agreed policy.

Acknowledgements

Buckinghamshire School Improvement Service

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Association for Achievement and Improvement through Assessment: <http://aaia.org.uk>

www.ssatrust.org.uk