

Marking and Feedback Policy

Blessed Edward Oldcorne Catholic College



**Approved by: Full
Governing Body**

Date: January 2023

**Last reviewed on:
May 2021**

Next review due by: January 2024

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

Blessed Edward Oldcorne Catholic College adopts a Marking and Feedback Policy that is underpinned by our College Virtues and focusses on students growing and developing as people of good character. This policy is rooted in our mission which states that "Everything we do is for the greater glory of God." In our approach to marking and feedback staff are supportive of the young people in their care, working to build a deep and committed relationship with each of them as individuals. Through high quality feedback we are embedding the virtues of Hope and Knowledgeable and developing our students' capacity to learn and grow. The college has high expectations for all its young people which are made clear at the start of their school life and regularly and constantly reinforced.

"Education is holy. Everything connected with human living and the means by which we understand it and come to terms with it is part of the process of God's revelation to humanity, whether those engaged in it are conscious of it or not. Therefore the process of teaching and learning is a holy act... since the world we live in is God's, all teaching and learning are related to him in some way."
Bishops Conference (2000)

Our aim is to create and sustain a happy and safe place of learning in which everyone can realise their full potential and feels loved and valued. As a Catholic College, we affirm our commitment to the development of the whole individual. This involves promoting a climate where all work diligently in a spirit that upholds our adopted personal virtues and values.

As we are a Catholic college, learning is deemed to be an act of worship in itself, as in our work we strive to interpret God's word. Indeed the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents.

Policy Aims

Blessed Edward's Feedback Policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. This policy has been developed to eliminate unnecessary workload related to marking and feedback.

What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Aims of feedback

- To help students make progress
- To provide strategies for students to improve
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between student and teacher
- To encourage students to have a sense of pride in their presentation of work
- To correct mistakes, with a focus on Literacy/Vocabulary skills

Whole class feedback sessions

Student work will be collected in for marking and feedback twice each half term. Included in this number are the two summative assessments. Work is sometimes completed in Google Classroom; if this is the case, it will be marked online twice each half term.

In order to provide specific feedback on the work being checked in books or in Google Classroom, subject teachers will make notes as they read through the students work and complete their department 'Marking and Feedback Form'. An example of this is attached at the end of this policy. Teachers will provide specific feedback on work to praise and share, misconceptions and errors, spelling punctuation and grammatical errors, presentation and homework. They will make a note of individual learning needs and concerns. Detailed verbal feedback will clearly identify the strengths and strategies for improvement that students will then act upon. Summative assessments will continue to be marked in detail, with a mark returned to the student.

When books and work are returned to students it is essential to allow 'review and respond time'. (R and R). There will be a dedicated feedback lesson once all work has been checked. Students will listen to the feedback and make notes using a green pen in their exercise books, so that parents and teachers can clearly see in the books that relevant and helpful feedback has been given. During the feedback lesson, teachers will have the opportunity to see students individually to give praise or to provide support where there have been misconceptions. Students will have the opportunity to make corrections and complete tasks designed by the teachers to embed knowledge and skills relating to the recently marked work. Teachers will keep records of their completed feedback sheets for all groups.

Where appropriate students will be encouraged to assess their own work against the learning objectives and success criteria. They will consider what their next steps for learning will be. Feedback sessions should be purposeful and students should be working on their own in silence.

Literacy feedback

If the literacy standards of our students are going to improve we must all give appropriate and targeted 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.

Work will be marked in red for literacy using the following codes:

Gr – Wrong word used or incorrectly phrased sentence. Student rewrites sentence.

Sp – Key word spelt incorrectly. Incorrect word underlined. Students corrects the spelling using a dictionary if necessary.

P – Punctuation mark missing or wrong. Missing or incorrect use of capital letters. Student rewrites sentence.

T – Teacher needs to talk to student. Student writes down what the discussion was about.

Frequency and types of feedback

At the college teaching staff are subject experts and aware of what constitutes effective feedback in their subject. All teaching staff understand that not only is frequency of feedback important, but that activity combined with instant feedback yields the greatest impact. Teachers read students' work regularly and use a variety of the following feedback strategies ensuring that it always forms an integral part of every lesson:

- Low stakes quizzing combined with questioning every lesson
- Visualiser feedback to showcase, construct or deconstruct student work
- Deliberate practice combined with feedback
- Individual verbal feedback and discussion
- Self and peer assessment of work supported by model answers, checklists and knowledge organisers
- Mini whiteboard work
- Questioning
- Regular informal assessments

Written feedback - what doesn't work

Research shows that the following do not work.

- Marking every piece of work
- Lengthy written teacher comments
- Writing the same comment in numerous books
- Asking students to action their improvements as a starter exercise
- Correcting mistakes for the students
- Expecting students to know how to correct errors
- Marking every single mistake
- Assuming every student will be able to know how to engage with the marking
- Providing superficial/lavish praise

Monitoring and Evaluation

Heads of Department ensure that their departmental feedback policy supports the school policy. Some subjects that are more practical will provide feedback in a way that best suits their needs. Each subject area has its own marking and feedback policy however there is a commonality of approach to ensure that in all subjects, students are given the same opportunities to maximise their learning and achievement. Details of each subjects marking and feedback can be found in the curriculum area of the college website.

Senior Leaders will undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc. Heads of Department will check departmental feedback as part of the quality assurance process.