

# Marking and Feedback Policy

**Blessed Edward Oldcorne Catholic College**



**Approved by: Full  
Governing Body**

**Date: January 2024**

**Last reviewed on:  
May 2021**

**Next review due by: January 2025**

**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.

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### **The Process**

Student work will be collected in for marking and feedback either once or twice each half term as determined by subject leaders and dependant on weekly contact time. Where work is completed in Google Classroom, it will be monitored online.

In order to provide specific feedback on the work that had been checked, subject teachers will make notes as they read through the students' work and complete the department 'Marking and Feedback Form'. Teachers will provide specific feedback on work to:

- praise and share good practice
- address misconceptions and errors
- address spelling, punctuation and grammatical errors
- discuss the accuracy of homework
- comment on presentation

Teachers 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.

When books and work are returned to students, teachers give detailed feedback on the work that has been monitored and reviewed in a dedicated feedback lesson. 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. Peer, group and self-feedback is a valuable tool for learning that should occur regularly and this will happen alongside the feedback lessons.

### **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 only important in English lessons but are essential for successful communication everywhere. Where there are errors in spelling, punctuation and grammar, teachers will underline the errors in red pen, in accordance with their departmental literacy policy. The students will make the necessary corrections during the feedback lesson.

### **Monitoring and Evaluation**

Heads of Department must 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 have the same opportunities to maximise their learning and achievement. Details of each subject's 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 and learning walks. Heads of Department will check feedback as part of the quality assurance process in Raising Standards meetings with teachers of their subject.