

Marking and Feedback Policy

Ellesmere Port Catholic High School



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AIMS:

- To establish a broad, consistent approach to the way work is marked, so that students feel valued and have a clear understanding of their progress.
- To support students to improve their work, quality of written communication and presentation.
- To correct inaccuracies in work enabling students to self-correct appropriately.
- To inform the teacher about how well the students have understood the work in question enabling the teacher to adapt and plan for next stage of the learning.
- To enable teachers to make judgements contributing to teacher assessments.
- As a team of staff, we are more likely to be effective in achieving all of these aims if we are consistent in our approaches to marking. In short, marking should be meaningful, manageable and motivating.
 - Meaningful in that the feedback given is understandable to the student and is relevant to the work being undertaken.
 - Marking needs to be manageable to both teacher and student so that sufficient time is given for planning and other activities which promote learning.
 - Feedback should motivate students to improve and to be self-driven; the goal of marking is that the students receive insight and guidance on how to improve their work and they are eager to respond to that. The key effect of our marking is that students' work improves over time.
- The marking of student's work should be proportionate to curriculum time available.
- The teacher's response should, whenever possible, be positive – placing as much emphasis on what has been achieved as on pointing out how to improve.
- It may not always be appropriate to correct or highlight every mistake. It is better to correct specific errors relating to a particular aspect of the work, i.e., the style of the marking should be related to the learning objectives of the work and take into account any specific learning difficulties the student may experience, such as dyslexia.
- Marking should be differentiated and any corrections or follow-up tasks should be appropriate to the ability of the student.
- Consistent use of symbols and the correct and perfect strategy when annotating work will ensure students' understanding of the feedback. Annotation grids should be displayed in exercise books or folders.

What is feedback?

Feedback is specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.

Feedback can take different forms: peer, self, teacher marking or verbal. Outstanding 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:

- 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 encourage a dialogue to develop between student and teacher.
- To correct mistakes, with a focus on literacy skills.

Providing effective feedback is challenging. Research suggests that it should:

- Be specific, accurate and clear (e.g., “It was good because you...” rather than just “correct”).
- Compare what a learner is doing right now with what they have done wrong before (e.g., “I can see you were focused on improving X as it is much better than last time’s Y...”).
- Encourage and support further effort and be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- Be supported with effective professional development for teachers.

Recent studies also suggest that careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. Consideration should also be made for students with specific learning difficulties such as dyslexia, who may often make spelling mistakes in their work. Effective teachers will keep the learning objectives in mind when marking, judging the appropriateness of highlighting spelling errors.

Type and frequency of verbal feedback

This is the most frequent form of feedback. It has immediacy and relevance as it should lead to direct student action. Verbal feedback may be directed to individuals or groups of students; these may or may not be formally planned.

Type and frequency of written feedback

- The frequency of written feedback will vary between departments and Key Stages - the nature of feedback should be clear in the marking policies of each subject area.
- Some of the more practical subjects may not have as regular detailed written feedback.
- Written feedback should result in more work for students than it does for teachers.
- Written feedback should have meaningful impact on learning. If learning happens when we think hard, feedback should seek to provoke thought. Therefore, it should provide hints and clues but make students work for ‘the answer’.
- Written feedback should be given sparingly so that it is meaningful. Too frequent written feedback can create dependence.
- Detailed feedback will clearly identify specific issues such as key words, literacy and presentation issues – students should act upon these.

Type and frequency of peer feedback

- Peer feedback should be a regular part of classroom practice.

- Effective peer feedback should be rigorously structured and modelled as part of a culture of classroom critique which is kind, specific and helpful (Ron Berger).
- Students should be given sufficient time to act on and use peer feedback.
- Written peer feedback should be done in red pen, clearly labelled as so and should include the name of the student giving the feedback.
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

- Students need an explicit and clear structure to identify their learning needs.
- Teachers should share success and/or assessment criteria where appropriate.

Feedback and Assessment Key

Teachers mark and give feedback using the following codes.

Symbol	Meaning	Action you must now take
✓	A successful demonstration of learning. A correct answer or good point.	Re-read this work, see how it was effective .
✓ ✓	A very successful demonstration of learning. A perfect answer or a very good point.	Re-read this work, see how it was highly effective .
✓ T	Good use of subject specific terminology.	Re-read this work, see how it was effective .
Correct it	You have made a careless error here, e.g. spelling, punctuation, grammar or a calculation error.	Can you put it right?
Sp	Spelling mistake of subject specific terminology.	Find and write the corrected spelling out 3 times. Use the look, think, cover, write and check strategy to help commit correct spellings to your visual memory.
Perfect it	You could really improve the part of your work/answer within the yellow box.	Either respond to the prompts I have suggested or think hard for yourself about what you could do to improve it .
	Departments can add subject specific codes to prompt students to improve aspects of their work/answer.	

Each department has a subject-specific feedback and assessment key which students keep as reference in their exercise books or folders.

A subject-specific marking and feedback policy detailing the type and nature of feedback to be given is adhered to by each subject area.

Exercise books should have evidence of...

Teacher [green]

1. The marking policy - spelling, punctuation and grammar.
2. Marking proportionate to curriculum time available.
3. Numerical scores/steps/grades where appropriate.
4. Explicit details of what the learner has done well which may also be rewarded as and when appropriate with merits/stickers/stamps to motivate learners.
5. Clear guidance on how work can be improved.
6. Completion of follow-up work.
7. References made to previous comments; has advice been acted upon?

Student [red]

1. Self and peer marking.
2. Comments on own work (self-assessment).
3. Completion of any follow-up work.
4. Responses to marking comments.

As far as possible, there should be a teacher-learner dialogue which will help to 'close the gap'.

Make a difference time

Once feedback has been given, students need to be enabled to respond. When giving feedback, therefore, we should offer students time to reflect critically on how to craft and improve their work and then develop new techniques to put their feedback into practice. A dialogue is opened with students about their feedback, and we offer time and space for this to happen. For ease of reference and the sake of consistency, we can label this time and space within our lessons Make a Difference Time or MAD Time.

Generally,

1. Work should reflect that the Scheme of Learning is being followed.
2. The level of work is appropriately challenging to the ability of the students (differentiation).
3. When it comes to presentation of work, teachers should promote high expectations and learners should follow expectations (refer to classroom expectations poster), present work to the best of their ability and improve unacceptable presentation.