

Marking and feedback policy

Cardinal Newman Catholic School



CARDINAL
NEWMAN
CATHOLIC SCHOOL

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Contents

1. Rationale.....	2
2. Principles	2
3. Marking and feedback	2
4. Marking and feedback approaches.....	2
5. Inclusion.....	4
8. Roles and responsibilities	4

1. Rationale

All feedback:

- informs student progress
- has a positive impact on student outcomes
- is a good use of teachers' time
- will be in language that is accessible to all students.
- will be consistent across a subject/department

2. Principles

Teachers will:

- identify good attributes that a student must continue to use
- highlight literacy errors using the school literacy key
- identify areas for development/improvement
- review students' progress in a timely way

3. Marking and Feedback

Marking - the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to pupils' written work.

Feedback - providing guidance to the learner in order to help them to improve their knowledge, understanding and skills.

4. Marking and feedback approaches

At Cardinal Newman Catholic School, schemes of work will identify the learning checks that will be marked before a summative assessment is undertaken. The learning checks (referred to as pitstops) will provide students with directions to improve their understanding (knowledge and skills) and a subsequent lesson will have been planned - directed, reflection and improvement time (sometimes referred to as DIRT). This will be completed in green pen so it can be easily identified in students' exercise books.

The frequency of marking by the class teacher will vary, depending on the frequency of lessons as well as the nature of the subject as outlined in Appendix 1.

Summative Assessments and/or mock examinations may replace learning checks (pitstops) when there is an overlap.

Verbal feedback stamps can be used to support teaching and learning within lessons (primarily with SEND students). Teachers make brief comment outlining the support given.

4.1 expectations

The expectation is that students' learning journeys will be checked with a learning check (pitstop).

In Core subjects (English, Maths and Science) after approximately 10 – 12 hours of learning, a learning check (pitstop) will be taken. There may be some flexibility linked to the scheme of work. In Religious Education and other subjects there will be a learning check (pitstop) after approximately 8 - 10 hours of consecutive learning.

Marking at CNCS:

- Marked in red pen by the teacher and handwriting will be clear.
- Students will act upon the feedback (improvement task) in green pen, to develop their understanding of key knowledge or skills.
- Wherever possible, teachers will acknowledge whether the student has made any improvement. This does not need to be a prose comment.
- Where common themes across a learning check (pitstop) have been identified, the teacher may lead the DIRT lesson at a whole class level.
- Teachers can circulate during DIRT activities and offer guidance and feedback where necessary.
- Praise stickers and ASPIRE points should be issued accordingly during marking.
- Student Voice will be collected across the year regarding marking and feedback.
- Verbal feedback stamps can be used where teachers briefly indicate the support given.

All teachers must:

- Challenge incomplete or untidy work.
- Recognise outstanding effort and learning.
- Identify students who may require additional/further support.

4.2 Summative Assessments

Summative assessments will be carried out in line with the school Assessment Policy and may replace learning checks (pitstops) where there is an overlap. Summative Assessments may not always be in the students' books.

A percentage grade will be given and areas for improvement identified. A PLC may be generated. Reflection tasks are completed to allow students time to reflect on areas for improvement.

4.3 Other types of marking and feedback

In addition to the marking and feedback provided by the teacher, the school will also make use of the following:

Self-marking

Students are sometimes encouraged to self-assess by identifying their own successes and targets for improvement against a given criteria which may include prior work being modelled. This form of marking should be completed in green pen.

Peer- marking

Students are sometimes encouraged to peer assess to identify successes and help in providing targets for improvements against clear criteria which may include prior work being modelled. This also, should be completed in green pen.

4.4 Marking for literacy (indicated by the teacher/corrected by the students:

P – check/correct punctuation

C – capital letters missing or incorrect

// - start a new paragraph

Sp – spelling error

5. Inclusion

The principles of this marking and feedback policy apply to all students, including those with special educational needs or disabilities.

Marking will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our feedback arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

Where Additional adults are part of the learning journey, for example Teaching Assistants, purple pen comments will be used to indicate where support has been provided. This may include models, sentence starters and references to key vocabulary, targets for improvement or recognition of improvements.

6. Roles and responsibilities

6.1 Governors

Governors are responsible for:

- Being familiar with the marking and feedback principles and approaches
- Holding leaders to account for improving student and staff performance

6.2 Leaders

Leaders (Heads of Department first and foremost) are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in subjects
- Analysing student progress and attainment, including individual students and specific groups

6.3 Teachers

- Teachers are responsible for following the marking and feedback procedures outlined in this policy.