

MARKING AND FEEDBACK POLICY

‘Seek Ye First the Kingdom of God...’

Matthew 6.33

Introduction

At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full.

True Catholic education is concerned with academic success and is also about helping all young people to grow and appreciate their own worth and value. It is our responsibility to help pupils realise their dignity and discover their own purpose.

We acknowledge that each person is a unique individual and therefore, we strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end we will promote a happy and caring environment within which each individual can develop their potential to the full.

Quality marking, written and verbal feedback are essential components of outstanding teaching and learning. Feedback is a fundamental and effective strategy to help learners make progress with their understanding and so underpins achievement. A substantial amount of research has been conducted in this area which is clearly able to demonstrate the advantages for students who receive consistently good verbal and written feedback.

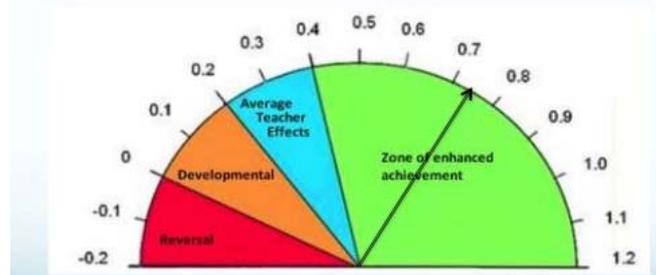
Feedback

High impact for very low cost, based on moderate evidence.



Research from Hattie

Feedback and Reflection– effect size: $d=0.75$



Marking and feedback is equally important for teachers and students. By receiving high quality marking and feedback students are able to close gaps in their knowledge by acting on the advice they are given by the teacher. It is also essential for the teacher as it helps to evaluate the effectiveness of the lesson and identify gaps in student knowledge and understanding. From this a teacher is able to plan powerful and purposeful interventions that have a high impact in making sure pupils are making appropriate progress. The research conducted to date also provides overwhelming evidence that effective formative assessment and feedback raises the attainment of all students, especially the less able, and also increases pupil motivation and self-esteem.

Aims of the Policy

1. To establish a consistent approach to the way students' work is marked which ensures they can understand what the next steps in learning are and how to make them.
2. To actively engage students in the feedback process on a regular basis to develop their knowledge, understanding and skills within a subject.
3. To consistently demand high levels of literacy across the curriculum.

Scrutiny of Marking and Feedback

The scrutiny of marking and feedback will be carried out throughout the academic year and will be done by both subject and senior leaders. The timing of when senior leader scrutiny will take place is available for all on the schools academic calendar. Subject leaders will devise their own calendar and share with their departments. The findings of the scrutiny that are conducted will form the basis of department and SLT link meetings throughout the college.

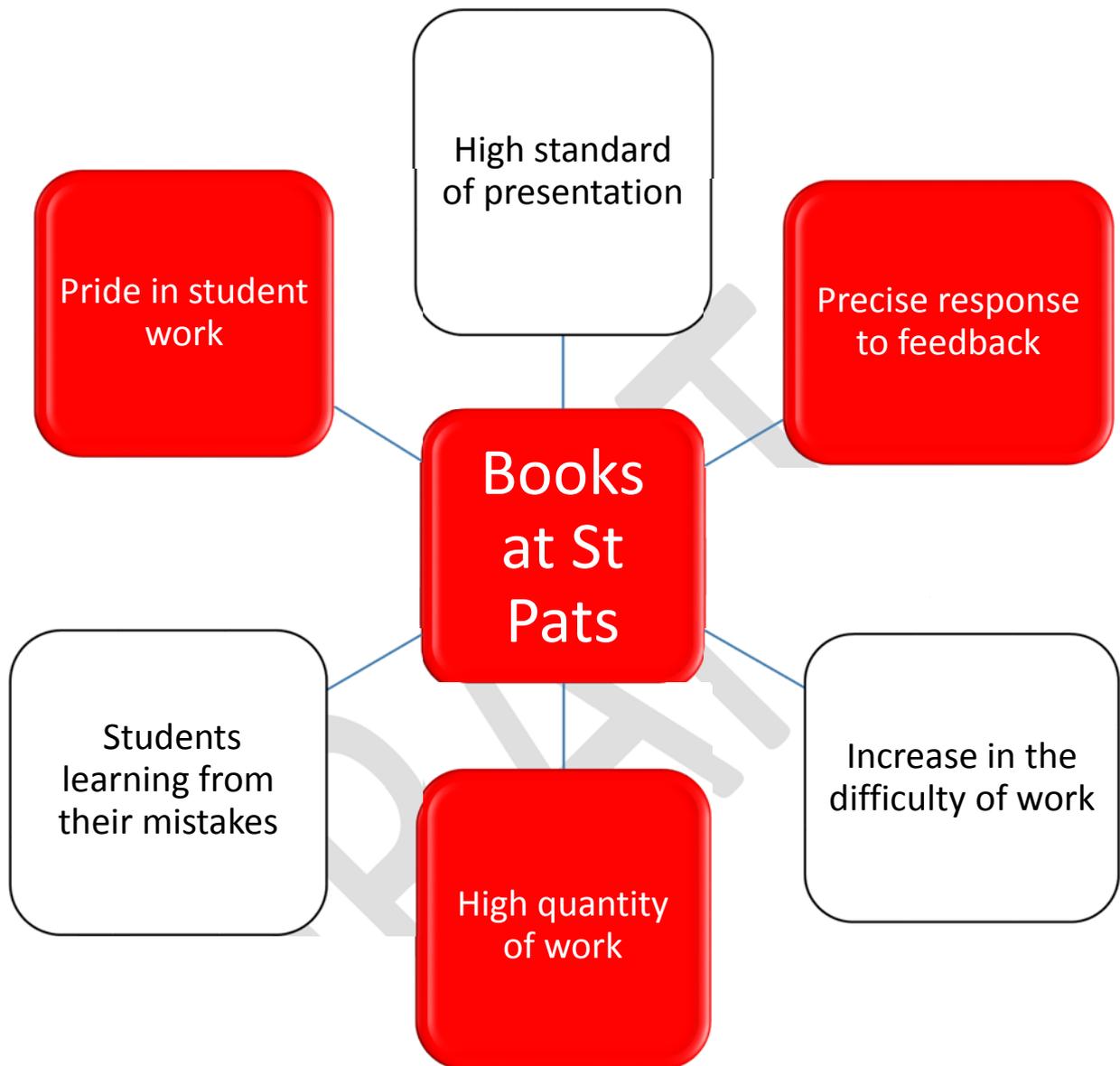
Consistency in marking across the college is vitally important. All marking that is conducted should fulfil the following criteria:

Marking and feedback at St Patrick's will:



As well as ensuring high quality feedback from teachers there are also several other aspects that book scrutiny will focus on. These can be seen below:

What books look like at St Patrick's Catholic College



Frequency of Marking at St Patrick's Catholic College

It is an expectation of all staff that marking is conducted **once a fortnight** or **every five lessons**. This is to ensure that students are given the chance to improve their work when it is still relevant and to ensure that teachers are regularly picking up on any misconceptions students may have. However, the progress of students should be checked every lesson and can be done in a variety of different ways. The list below gives several examples of how this can be done but leaders within the college recognise that individual teachers or departments may use additional methods that have proven to be effective for them.

1. In-depth teacher marking – This should result in good quality written feedback for all students and require students to respond in appropriate detail. **Teachers should mark in green pen.**
2. Peer and self assessment – A powerful learning tool but this can require extensive modelling to allow students to do this effectively. Teachers must check that the marking done by students is accurate. **Students should peer and self assess in red pen.**
3. Verbal feedback – A very powerful form of formative feedback across all subject areas that often results in instantaneous high quality improvements to student work. Certain subjects such as design and technology, art, music and PE use this extensively due to the nature of these subjects.
4. Literacy marking across the curriculum – It is not expected that teachers correct every punctuation and grammatical error in every piece of writing if there is a high volume of mistakes. Neither will every spelling mistake need to be corrected. However, teachers will need to address errors that are either **a whole school focus** or are **subject specific items** such as the spelling of key vocabulary for a specific subject.

Student response to feedback

The expectation at St Patrick's Catholic College is that all feedback that is given to students is acted upon. Students are able to respond immediately to verbal feedback that they receive from teachers or their peers. Responding to written feedback is a longer process but is no less powerful in ensuring misconceptions are corrected and further progress can be made. All staff must ensure that students are given the opportunity to respond to written feedback. To make it clear where students are to respond **teachers are to draw highlighted boxes for the students to respond in**. This also gives the teacher the opportunity to suggest the amount of student response that is required by the size of the box that is drawn.

the USSR being closely linked. Khrushchev placed missiles in Cuba which he stated were for defence but they were still treated as a threat. The USA saw the missiles in Cuba with a spyplane, the USA did not know that the USSR had intel. The USA decided to prevent missiles getting to Cuba with a naval blockade. USA sent a telegram to the USSR asking for their removal of the missiles. The USSR agreed but the USA also agreed to remove their missiles from Turkey. The American public did not know about the missile in Turkey being removed, only the ones in Cuba. This made JFK seem like a hero ~~stand~~ who stood in the face of the communist USSR. Khrushchev was seen as a weak leader and later resigned, the new leader was called Brezhnev.

$\frac{4}{5} \times \frac{10}{12} = 83\%$

www - You've started to evaluate how the events impacted international relations.

PBI - Explain the causes of each event

The Berlin Wall was built because... Khrushchev wanted to prevent people from leaving the country because it was hurting the USSR economically. fab 😊

Khrushchev placed missiles in Cuba because... he wanted to even out the power because USA already had missiles in Turkey. He also said he wanted to depend Cuba from further invasions by the USA. spot on! 4 2 marks

Focus

To be able to spell and use a variety of sensory descriptive words and to develop vocabulary e.g. not simply "nice" to explain about the taste, texture, aroma and appearance of food products.

How well will you do?

- Grade F: A neat star profile is filled in that is used to complete most of the questions accurately.
- Grade E: A neat and accurate star profile is filled in with all the questions answered and full sentences to justify your answers.
- Grade D: A neat and accurate star profile is filled in with all the questions answered with explanations and justifications.

D

The diagram below is called a star profile because it is drawn in the shape of a star. Each line of

Jeudi 4 février 2016

Je Vous Présente Ma Famille

Jaques

Bonjour! Je m'appelle Jaques. J'ai treize ans. J'habite à Paris avec mon père, ma mère, ma sœur et mon frère. Elle s'appelle Lola et il s'appelle Johnny.

Angelique

Salut! Je m'appelle Angelique. J'ai quatorze ans. J'habite à Rouen avec mon père et ma mère. J'ai un cheval.

Jaques: J'ai un chien.

Salut! Je m'appelle Ellie. J'ai douze ans. J'habite à Thornaby avec mon père, ma mère et ma sœur. Elle s'appelle Beck.

H. Urian
21.2.16
E+

What went well:

Excellent effort.
You contribute well in speaking activities.

Even better if:

you could extend your sentences using connectives.

To improve, you should:

Correct mistakes, add comments, answer questions.

Describe yourself, including physical & character description. Add connectives.
Salut! Je m'appelle Ellie. J'ai ~~quatorze~~ douze ans. J'habite à Thornaby avec mon père, ma mère et ma sœur. Elle s'appelle Beck. Je suis de taille moyenne et paresseuse. J'ai les cheveux bruns et je les yeux bleus.

Literacy Marking at St Patrick's Catholic College

To ensure that we are working as a school to improve attainment all staff are expected to mark for literacy. To ensure consistency across the college the following codes have been agreed upon:

P	A punctuation mistake
Gr	A grammatical mistake
NP /	Start a new paragraph here
O	Circled letter. A capital letter needed or misused
Sp	Spelling mistake
^	A word is missing
—	This bit does not make sense

Mistakes that are highlighted are to be corrected by the students, for example spelling mistakes.

Individual subject marking policies

It is recognised by all leaders of the college that some subjects will find it difficult to apply certain aspects of the marking policy. As a result of this, departments have been requested to devise their own marking schemes where appropriate. All of the individual subject methods in ensuring effective marking and feedback are able to take place have been approved by school leaders. Scrutiny that is conducted will focus on how consistently department policies are applied as well as the criteria already addressed earlier in the policy.