



Broughton Hall Catholic High School

MARKING AND FEEDBACK POLICY

WHY DO WE HAVE THIS POLICY?

We have this policy to recognise the importance of marking and assessment, whether this be written or oral feedback, and, how, when well-managed, marking has the capacity to move our pupils' learning forward. Marking is essential in ensuring that each pupil achieves his or her potential. We also recognise that consistent and meaningful marking of work supports and promotes good working relationships between teacher and learner.

We also recognise the importance of marking and feedback in encouraging our pupils in their studies. It is the constant reinforcement, recognition and praise of their individual work that ensures their continued efforts.

OBJECTIVES OF THE POLICY

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To provide evidence for assessment, recording and reporting.

DEPARTMENTAL AND WHOLE SCHOOL MARKING POLICY

It is recognised that we have a Whole School Marking Policy, ensuring a consistent and unified approach. It is this policy that informs all of our stake-holders, including parents/carers and pupils.

In addition to this whole school policy, each curriculum area will develop its own marking policy during the academic year 2015-16. This will ensure that the specific academic and/or vocational needs of the curriculum are met. Extended reading and writing tasks will be marked for literacy and in detail but the number and types of task will vary in each department.

Pupils should be made aware of their strengths and areas for improvement and set developmental, manageable targets to be achieved within future pieces of work. Targets can take the form of subject specific targets and/or targets referring to literacy or numeracy skills.

MARKING: TYPES AND PURPOSES

In order to make the marking of written work meaningful to pupils and less onerous for staff, it is not a requirement that all written work be marked in the same way. Different types of marking may be used, depending on the demands of a particular piece of work. It is, important that the pupil understands the criteria of how the work is to be marked prior to the task.

The marking policy reflects the need for different types and purposes of marking:

- ❖ assessment against external criteria
- ❖ detailed, developmental feedback with clear targets for improvement
- ❖ work that is clearly levelled or graded and shows pupil progress
- ❖ oral feedback from the teacher with a pupil response
- ❖ skim marking, with no detailed feedback
- ❖ acknowledgement of work only

PUPIL MARKING: SELF or PEER ASSESSMENT

Self and peer assessment is only successful when marked against set criteria. Unless pupils mark objectively, against set criteria, pupil assessment could have a detrimental effect.

THE MARKING OF LITERACY AND NUMERACY

Every effort is made to help pupils progress with generic skills within English and Mathematics. Good spelling, punctuation and grammar should be encouraged and corrected in all subject areas. It is our aim to aid the development of these skills in all of our pupils, empowering them and enabling them to work confidently, effectively and independently in life. It is essential to ensure that they are functionally literate and numerate if they are to be economically active.

It is the collective responsibility of all staff to aid the pupils in these skills and to ensure that there is an expectation to provide a consistency across all curriculum areas when marking pupil work. This will ensure that pupils understand where mistakes have been made and how they should correct them in the future.

THE MARKING OF LITERACY

The following 'Marking Symbols' are used to correct mistakes as defined in our Literacy Policy:

—	- Spelling mistake
P	- Punctuation
C	- Capital letter missing
//	- Start a new paragraph
^	- Indicates that a word is missing
✓	- Good point
✓ ✓	- Excellent point

THE MARKING OF NUMERACY

The following 'Marking Symbols' are used to correct mistakes (where relevant):

£	-	to be used when a pupil has NOT used the correct two decimal place notation when writing money in pounds or has used both £ and p. e.g. do not accept £2.9 or £2.90p
Units?	-	to be written when a pupil has omitted units from an answer or has included the incorrect units
Time?	-	to be written when a pupil hasn't indicated the time accurately using 12 or 24 hour clock notation e.g. 8:15 is written instead of 08:15 or 8:15am
Scale?	-	to be written on a graph when an incorrect scale or the scale has been omitted
Measure?	-	to indicate an error using the piece of measuring equipment

PRESENTATION OF WORK

The presentation of work within books often reflects the pride a pupil takes in their work. The points below are not exhaustive but give an indication of the basic standards our pupils should be encouraged to maintain throughout the school year.

- ❖ Front Cover – Name, Form, Teacher, Set, Subject, Book Number, Date Started, Appropriate Targets
- ❖ Pages to be numbered
- ❖ Titles to be underlined

- ❖ All work to be dated and dates underlined
- ❖ Use of a ruler and pencil to draw straight lines such as in Maths, Science or Design

The pupil's direct response to feedback is completed using green pen so it is easily identifiable for the teacher and pupil. Teachers will mark in red pen to distinguish their work from the pupils.

SUMMARY EFFORT GRADES

It is often useful to summarise the efforts a learner has made in completing a piece of assessed work. This summary grade can aid staff in monitoring learner efforts throughout the year and aiding pupils in the areas of curriculum where greater effort is required. An effort grade can be used for indicating effort within a given piece of work completed by a pupil. The following scale is to be used when awarding an effort grade to a pupil.

<i>Outstanding</i>	O
<i>Good</i>	G
<i>Satisfactory</i>	S
<i>Requires Improvement</i>	R
<i>Inadequate - work to be completed again</i>	I

FREQUENCY OF MARKING

The frequency of marking is detailed below as a guide for pupils and staff. The frequency of detailed marking reflects the number of occasions a member of staff will meet a class. However a book/folder/portfolio should not go beyond three weeks without marking of some type such as acknowledgement, marking for Literacy or positive commentary. The time frames below refer to detailed making.

<i>Number of lessons the practitioner sees the class each week</i>	<i>Number of detailed marking pieces including feedback/feed forward</i>
1	One per half term
2	Two per half term
3	Three per half term
4	Three per half term

MONITORING AND ASSESSMENT

The policy has been devised with input from a variety of curriculum subjects and is to be reviewed after a term of use to ensure it is used to support best practice. The policy will be reviewed in light of feedback from staff and insights gained through book scrutiny samples as well as pupil and parental feedback.

There are three whole school work scrutiny samples carried out by the Senior Leadership Team across the school year and Departmental work scrutiny samples as decided by the Subject Leader in their monitoring calendars.

The key foci of these scrutinies are as follows:

- ❖ Is there evidence of a variety of challenging activities or tasks in the exercise books/folders?
- ❖ Is there evidence of pupil progress in the exercise books (levels, grades, comments that indicate improvement, similar tasks that show improvement, the development of key reading and writing skills as the year progresses)?
- ❖ Is there evidence of comments that offer support and challenge to pupils of different abilities?
- ❖ Is there evidence of the whole school marking policy being used including marking for numeracy and an appropriate frequency of marking?
- ❖ Are there examples in the exercise books/folders of extended reading and writing tasks that have been marked for literacy? Has a literacy target been set?
- ❖ Is there evidence of positive comments, feedback given (oral or written) and targets for improvement set regularly?
- ❖ Is there evidence of pupils responding to, and acting upon, feedback given?
- ❖ Is there evidence that the pupil takes pride in their presentation and where not is this is challenged by the marking?