



**St Cuthbert's
Catholic High School**
Live life in all its fullness

Marking and Feedback Policy

2022 - 2023

Person responsible for Policy:	Senior Leadership Team
Committee responsible for Policy:	Quality of Education
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Statement of Intent

St Cuthbert's Catholic High School understands that the effective use of marking and feedback techniques can have a powerful influence on students' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with students – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting students' learning.

This policy aims to ensure that marking and feedback:

- Informs students about what they have done well and highlights areas of improvement.
- Supports students' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each student, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Signed by:

Headteacher

Date: _____

Chair of governors

Date: _____

1. Roles and responsibilities

1.1. The **Headteacher** is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

1.2. **Curriculum Leaders** are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Deputy Headteacher/Assistant Headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3. **Teaching staff** are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all students within their class to ensure they are making at least good progress.
- Ensuring that students understand the feedback they have been given.
- Allowing students to ask questions in regard to any feedback they have received.

2. Expectations

2.1 **Teaching staff** are expected to:

- Provide marking that offers clear information about why students have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning **in green pen**.
- Provide students with opportunities to reflect on feedback, which also allows them to respond to the feedback, ask questions and improve their learning **in red pen**.
- Remind students of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for students, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge students whose work was correct, which should encourage further development.
- Provide feedback and support to students with SEND and adapt how feedback is given, so that students with SEND can understand and respond. The teacher must refer to the student's pen picture to facilitate this.
- Provide positive and student-friendly marking and feedback.
- Return work promptly and allow students time to review any feedback that has been given to them.

2.2 **Students** are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved during MIB time.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

- 3.1 The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a student.
- 3.2 Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the student?'

4. Marking

- All teacher marking should be governed by the principles of being meaningful, manageable and motivating.
- Day to Day Assessment - this is 'live marking' feedback which can be verbal or written. It must ensure that students' work is well-presented, organised, of appropriate detail and quality and commensurate with the student making outstanding progress.
- All assessments and knowledge tests will be completed in an assessment book/file/folder which students will keep from Y7 to Y9 and Y10 to Y11.
- Teachers will mark the examinations only for Y11 term 1B and 2B, Y7 to Y10 terms 2B and 3B.
- Students will complete an exam reflection sheet after each exam which will be checked by the teacher and glued in the assessment book or placed in the assessment folder/file.
- Y11 students will complete at least two knowledge tests and one KAT in terms 1A, 2A and 3A. Knowledge tests will contain at least 15 questions, which can be self or peer assessed. Students will need to achieve at least 70% in each test or they will re-sit the test. KATs will be teacher marked with WWW and MIB/EBI and if appropriate the smart feedback sheets will be used.*
- Y10 students will complete at least two knowledge tests and one KAT in terms 1A, 1B, 2A and 3A. Knowledge tests will contain at least 15 questions, which can be self or peer assessed. Students will need to achieve at least 70% in each test or they will re-sit the test. KATs will be teacher marked with WWW and MIB/EBI and if appropriate the smart feedback sheets will be used.
- Y7 to Y9 students will complete at least two knowledge tests and one KAT in terms 1A, 1B, 2A and 3A in English, maths and science. Knowledge tests will contain at least 15 questions, which can be self or peer assessed. Students will need to achieve at least 70% in each test or they will re-sit the test. KATs will be teacher marked with WWW and MIB/EBI and if appropriate the smart feedback sheets will be used. In all other subjects they will complete at least one knowledge test and one KAT in terms 1A, 1B, 2A and 3A.*
- Teacher responses to KATs should be given promptly to maximise its effectiveness. Comments should be subject specific and should promote the student's positive self-esteem. The student's next steps should be easy to see and further challenges should be set. The

school's literacy policy should be followed and there should be an opportunity for students to respond to the comments, including correcting and improving their work.

- Teachers will adapt their planning to address gaps in students' skills and knowledge in light of findings from assessments.

* Y11 Sport and Health BTEC will receive ongoing assessment and feedback. At each assessment point students will be told where they are up to.

* Y7 to Y9 PE will be assessed and given feedback at the end of each unit of work which will be linked to Head, Heart and Hands.

* **Maths** will complete a KAT at the end of each unit of work – at least one KAT each half term.

* **English** will complete 3 assessments each half term:

2 formative (1 x skills based/1 x knowledge based)

- Skills will be responded to by teacher using WWW/EBI
- Knowledge will be marked by students (key questions relating to SOL)

1 summative, MAT, marked by the teacher using assessment grades.

- Performance (E, Y, N) towards Pathway objective should be recorded on the assessment tracker in the front of a student's book/folder at KS3 and towards the MEG at KS4.
- Teacher marking will be in green pen. Peer/Self-Assessment by students using red pen.
- Blue highlighter for the marking of SPAG (Spelling, Punctuation and Grammar) will only be used for live marking

Marking in maths

4.1 Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving live marking on incorrect answers
- When possible, providing immediate feedback to students to show them how to reach correct answers
- If the student has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a student is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking for literacy

4.2 When giving diagnostic feedback on key pieces, teachers should use the following techniques:

- Prompt students to correct spellings using phonological awareness; this may involve staff helping students to phonetically segment words in order to hear the number of phonemes in a word
- Prompt students to correct the spellings of Tier 3 vocabulary (subject specific key words)
- Prompt students to use Tier 2 vocabulary by selecting ambitious synonyms
- Correct punctuation and grammatical errors appropriate to a student's ability
- Allow specific time for students to read, reflect, and respond to marking e.g. correct spelling

The following symbols should be used when prompting students to correct key pieces:

- Sp = **Spelling** (incorrect word highlighted with Sp written in margin)
- P = Circle the omission or incorrect use of punctuation to indicate errors
- G = Circle to indicate incorrect grammar
- V = Improve use of vocabulary
- SS = Sentence structure (wavy line to indicate incorrect part of sentence)
- NP = New paragraph (// to indicate where new paragraph should start) A copy of the marking codes must be in all students' book.

When responding to extending writing tasks, staff should use the 'Key Skills for Writing' descriptors to set appropriate targets (included in EBI), closely linked to a student's ability.

- Key Skills descriptors (appropriate to ability) should be glued in to the front of a student's exercise book/folder and referred to when responding to a student's extended writing, using the following codes:

Key Skills for Writing

W1: Match writing to purpose and audience

W2: Vocabulary use

W3: Linking ideas together

W4: Use of paragraphs

W5: Sentence demarcation

W6: Use a range of punctuation

W7: Sentence structure

W8: Use Standard English

W9: Spelling

5. Feedback

5.1 Feedback should be given to:

- Motivate students.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a student's understanding or ability to do something.

5.2 Students will be given time to reflect on their feedback and respond.

5.3 Teachers will allow students to reflect on feedback at the start of lessons, so that the feedback is at the forefront of students' minds when they begin the lesson.

5.4 Positive reinforcement will be used to emphasise that students are improving, which will encourage them to improve their performance over time. Positive reinforcement will be used to emphasise that students are improving, which will encourage them to improve their performance over time.

- 5.5 The school believes in developing independent thinkers and as such, feedback will guide the student to the correct answers, as opposed to giving the answers away.
- 5.6 Teachers will use one of the following three methods to suggest improvements when offering feedback.

6. Monitoring of Marking & Feedback

- 6.1 **Curriculum Leaders** will carry out a focused work scrutiny at least once per half term on classes and teachers. This will include class books and assessed work to ensure quality control in terms of regularity of marking, appropriate awarding of marks and the presence of concise diagnostic feedback to enable students to identify and address areas for improvement. There should be clear evidence of:
- Securing and building on previous knowledge showing that students are practising their work to secure learning and therefore making at least good progress.
 - Deep learning, Mastery and Thinking hard
- 6.2 Action is put in place for teachers who have not met standards for work scrutiny evaluated by Curriculum Leaders or Senior Leadership Team links.

7. Homework

Homework is an integral part of school.

Aims: Homework fulfils an important function in contributing to our overall curriculum aims. We set homework:-

1. To consolidate, extend or prepare for class work.
2. To foster the development of independent study habits.
3. To facilitate the use of resources outside the classroom.
4. To provide an opportunity, where appropriate, to set differentiated tasks according to students' needs.
5. To prepare students for linear GCSE examinations.

All homework should arise naturally out of class work to enrich the curriculum.

The Pattern of Homework

Homework places a considerable responsibility upon students to organise their work sensibly. However, the School creates a framework for setting homework to help students manage their work and inform parents. This framework consists of:-

a) Guidance to staff and students on the frequency and amount of homework that shall be set.

KS3 (from January 2020) will be given a Knowledge Organiser at the start of each half term and should do 3 x 20 minutes as calendared. Student will use LSCWC method as explained in the Knowledge Organiser.

KS4 students can expect to do the equivalent of one homework per week for each GCSE subject.

b) Support

Staff are available for guidance inside and outside lesson times and students are asked to consult their subject teachers should they experience any difficulty.

The Library is available during break, lunch and after-school to provide a suitable environment with appropriate facilities.

c) Parents/Carers and Homework

Homework is an area where the partnership between School and Parents/Carers **is essential**.

- Parents/Carers can ensure that students do their homework under suitable conditions, and can help us to establish the importance of homework by showing an interest in what is done.
- Parents/Carers are asked to check their child's Student Planner weekly to monitor homework.
- Parents/Carers are invited to contact the appropriate member of staff if they have any questions regarding their child's homework.
- Parents/Carers can support their children by monitoring the standard of work completed.

d) Students and Homework

- Students are expected to use their Student Planner to record what homework is set and its deadline for completion.
- Students are expected to apply the same high standards to their homework as work completed in school.
- Students are expected to meet deadlines.

e) Monitoring

Whatever the nature of the homework task, subject teachers will make a record of its completion. This will help inform internal monitoring reports. A range of sanctions may be used when homework has not been completed.

Subject teachers will:

1. Keep a record of all homework set in line with departmental schemes of work and ensure that homework matches the ability of students
2. Mark or assess work in line with school policy
3. Reward students, or where appropriate impose sanctions for non-completion
4. Keep a record of homework completion in teachers' planners

Curriculum Leaders will:

1. Ensure that schemes of work include appropriate homework tasks
2. Support subject teachers when students are referred for good work or non-completion

8. How we assess at KS3

In September 2014, the Government changed the way that schools have to assess at Key Stage 3. Schools are no longer expected to report student progress with regards to National Curriculum levels. Instead, every year group has a set of objectives that they have to work towards. These objectives vary according to students' attainment at Key Stage 2.

Students at St Cuthbert's are placed on a "Pathway" at the start of the academic year. Each pathway will have a set of agreed criteria that students have to work towards to ensure they make the necessary progression.

Students will be allocated a pathway (Pathway 1 to 3) according to their prior attainment score at KS2. At regular intervals throughout the year, assessments will take place to measure student progress and at this point students may be allocated a more challenging pathway.

The minimum expected number of key assessment tasks for students at KS3 will be one per half term, with detailed feedback given. Outcomes of student assessments must be recorded in teachers' planners and in students' books/folders.

These assessments will be used as a diagnostic tool to:

- Allow students, teachers and their Parents/Carers to review progress.
- Allow opportunities for students to reflect and respond to the outcomes;

These tasks will be internally moderated to ensure consistency within Department meetings and external verification in place. The tasks will be reviewed regularly to ensure that they give students every opportunity to measure their own progress and have access to the full range of agreed assessment criteria.

Details of these tasks and accompanying progress grids can be found in the relevant schemes of learning. Curriculum areas will maintain a portfolio of standardised assessment pieces and any other reference materials which illustrate the expected standards for each pathway.

At least once per term, staff are required to make a judgement about student progress using the agreed notation which should be recorded on SIMS together with comments regarding intervention for any students that have been identified as not making expected progress. Student Premium students must always have an intervention comment. The agreed notation is:

- **E: Exceeding Expected Progress**
- **Y: Making Expected Progress**
- **N: Working below Expected Progress**

The recording of the results on SIMS enables teachers to:

- Have an idea of the relative progress of students.
- Identify students who are over/under achieving.
- Identify groups of students (i.e. teaching sets, student premium, SEND, HAs/MAs/LAs, Gender) whose progress is above or below that expected and to investigate reasons for this.
- Measure progress over time and, together with other criteria – general marks for class/homework; participation in class discussions and group work – help them determine if students have exceeded/made expected/ or working below expectations.
- Monitor students' ATL using the St Cuthbert's descriptors ([See Appendix 1](#)).

9. How we assess at KS4

At least once per term, KS4 staff are required to enter the following information into SIMS:

- **Minimum Expected Grade**
- **Predicted Grade**
- **Intervention**
- **AtL**

This indicates the progress being made towards their minimum GCSE target. Student Premium students must always have an intervention comment.

10. Monitoring and review

10.1 This policy is reviewed annually by the headteacher.

10.2 Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

10.3 The scheduled review date for this policy is July 2023.

Appendix 1 – St Cuthbert's ATL Descriptors



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Attitude to Learning in lessons

ATL Elements	ATL 1	ATL 2	ATL 3	ATL 4
Engagement with learning	I have strived to complete the work set to an outstanding standard.	I have attempted the work set to a good standard.	I have not attempted as much work as I could have.	I have attempted an inadequate amount of work.
Following instructions and guidance	I have listened to instructions and been proactive in order to improve my work.	I have listened to instructions and acted on feedback and guidance given.	I have needed several reminders to follow instructions or guidance given.	I have not followed instructions or acted on guidance given.
Behaviour for learning	I have been polite and respectful to staff and students at all times leading by example to others.	I have been polite and respectful to staff and students at all times.	I have not been polite and respectful to staff and students at all times. At times I have distracted others or disrupted the learning of myself or others.	I have not been polite and respectful to staff and students at all. I have continually distracted others or disrupted the learning of myself or others.
Readiness to learn	I have arrived to lesson on time prepared to learn with a growth mindset, the correct equipment and completed homework (if required) with additional independent learning.	I have arrived to lesson on time prepared to learn with the correct equipment and completed homework (if required).	I have not arrived to lesson on time and/or prepared to learn with the correct equipment and homework (if required).	I have not showed willingness to engage in learning with any of the correct equipment or homework (if required).