

Feedback & Marking Policy

St Richard Reynolds Catholic High School Policy:

Feedback and Marking Policy

Date of publication: September 2020

Date of approval by Governing Body: September 2020

Date of next review: As required

Aims:

At SRRCC feedback and marking is integral to a student achieving success and is vital in an ongoing cycle of communication between student and teacher. Research shows that effective feedback can add up to 8 months of progress (EEF, 2018) but we acknowledge that this has to be balanced against teacher workload and the ability to deliver lessons with impact. We recognise that the most effective type of feedback is prompt, timely and relevant to the student and should be driven by professional judgement to be “meaningful, manageable and motivating”. (A marked improvement? A review of the evidence on written marking, 2016).

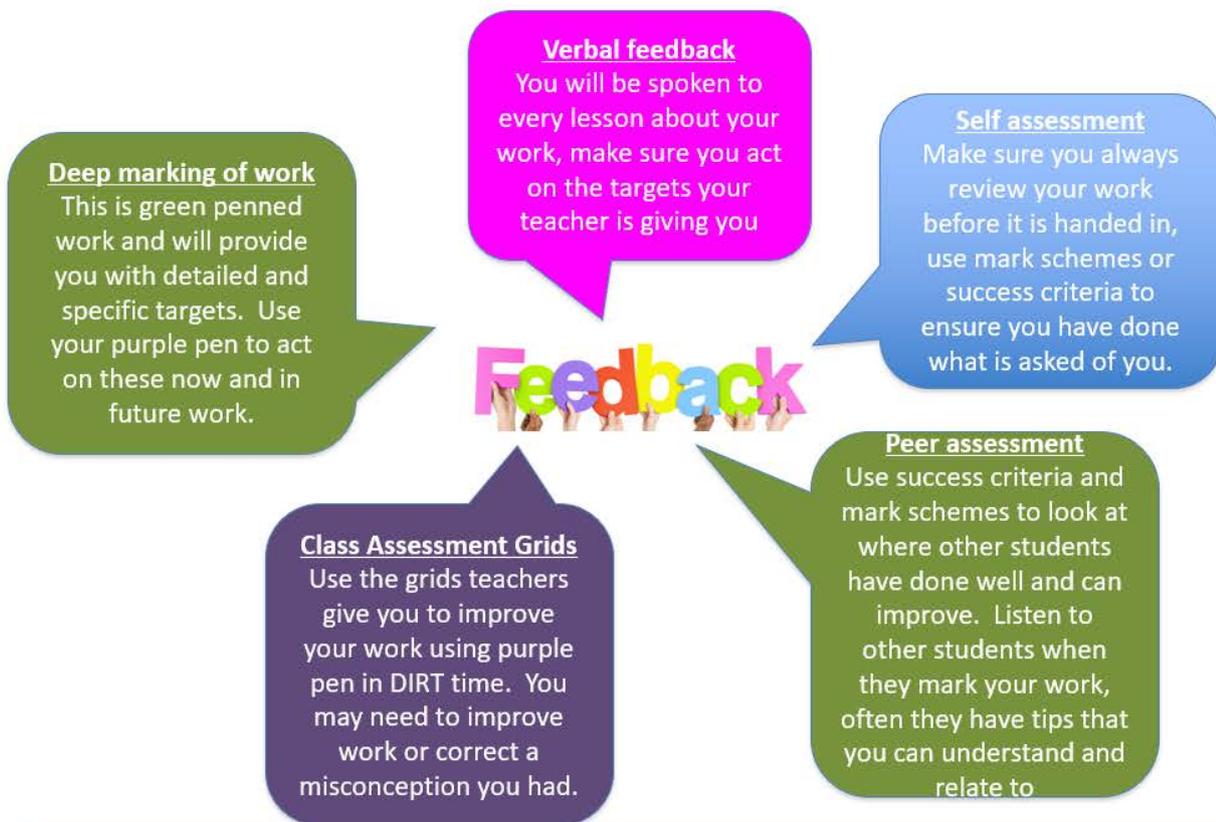
How we achieve great feedback and marking

The following is how a student will achieve great progress through marking and feedback at SRRCC:

1. All students are aware of their current working at and expected target grade (Year 7, in Spring Term)
2. All students will receive written “deep mark” formative assessment and a whole class “Assessment Sheet” every half term or 16 lessons (whichever is sooner). It is anticipated that the Assessment Sheet comes after 8 lessons and then a deep mark 8 lessons later, however it may sometimes make sense for this timeline to change based on units studied. Both need to be in place each half term.
3. Different departments may use tailored Assessment Sheets that are relevant to their subject but follow the guiding principles of the Feedback and Marking Policy.
4. Teachers will use green pen to mark and students will respond and update using purple pen.
5. All students will receive frequent verbal commentary providing prompt, timely and relevant feedback.
6. All students will check their work (potentially with parents) prior to handing it in for feedback.
7. Assessment books or folders may be used, but if this is the case, communication with parents needs to be provided so that all parties are kept up to date with progress.
8. Success criteria will be shared with students.
9. All students will receive a grade five times a year, evidence states awarding grades for every piece of work may reduce the impact of the feedback.
10. Time will be made in lessons for regular feedback: self, peer, teacher
11. Time will be made in lessons for review: DIRT: Dedicated Improvement and Reflection Time which will lead to improved work, often based on Success Criteria, exemplars or modelled work.
12. Sub standard work will be returned (unmarked) to be redone
13. Parents will be kept involved and contacted if work needs to be improved
14. Subject Leaders and HOYs will carry out a work scrutiny of a sample of work on a termly basis, often in pairs with another SL or HOY.

Planner Page explaining how feedback will operate from a student's perspective:

How will I receive feedback about my work at St Richard Reynolds?



What I won't see is: written feedback on every piece of work and ticks or marks on every page.

Example of feedback (not exhaustive)

- Graded assessment
- Traffic Light rated work against student's personal target
- Verbal feedback (whole class and individual)
- Praise postcards home
- Self assessment
- Peer assessment
- Precise written comments – i.e. what went well/even better if (www/ebi)
- Success criteria highlighted
- Student work linked to a model answer
- One to one tutorials

Example of Class Assessment Sheet (Once every 16 lessons) and Purple Pen Evaluation

SRRCC Marking Response Sheet

Class

Topic

Date

DIRT Activities

- 1.
- 2.
- 3.

Common misconceptions

- 1.
- 2.
- 3.

Other/Subject Specific

SPAG

- 1.
- 2.
- 3.

Presentation

- 1.
- 2.
- 3.

For great examples of work go and see: