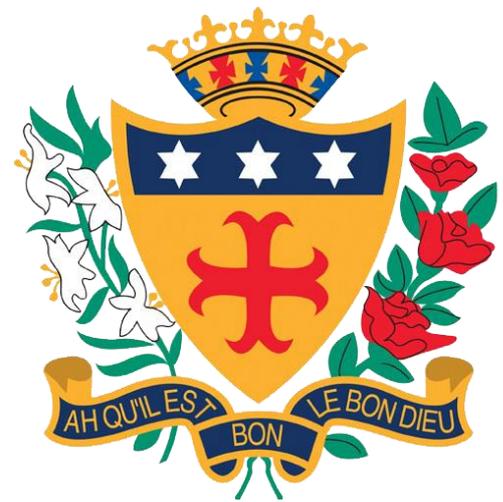


# Notre Dame Catholic College

180 Great Homer St,  
Liverpool L5 5AF



## Marking and Feedback Policy

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 1 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

# *Opening Hearts, Minds and Doors*

## **Marking and Feedback Policy**

### **Contents**

<b>Section</b>	<b>Content</b>	<b>Page</b>
	Why do we have this Policy?	3
	Marking: Types and Purposes	3
	Departmental and Whole School Marking and Feedback Policy	3
	Whole School Policy	4
	Teacher Assessed Work	4
	Other Types of Feedback	4
	The Marking of Literacy and Numeracy	5
	The Marking of Numeracy	5
	Monitoring and Assessment	6
	Monitoring Practical and Performance Subjects	6

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 2 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

## 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 it is the consistent and meaningful marking of work that supports and promotes good working relationships between teacher and learner.

In order to enable and empower each pupil in their overall learning, marking and feedback should take into account the specific needs of the pupil, not just within the relevant subject area but also in the promotion of life-long learning skills such as literacy, deeper thinking skills and wider learning opportunities.

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.

## 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. Departments may not mark all pupil work. The work not marked will be clearly indicated in departmental marking policies. Different categories of marking may be used, depending on the demands of a particular piece of work. It is, however, important that the pupil understands the criteria of how the work is to be marked prior to the task.

## Departmental and Whole School Marking and Feedback Policy

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

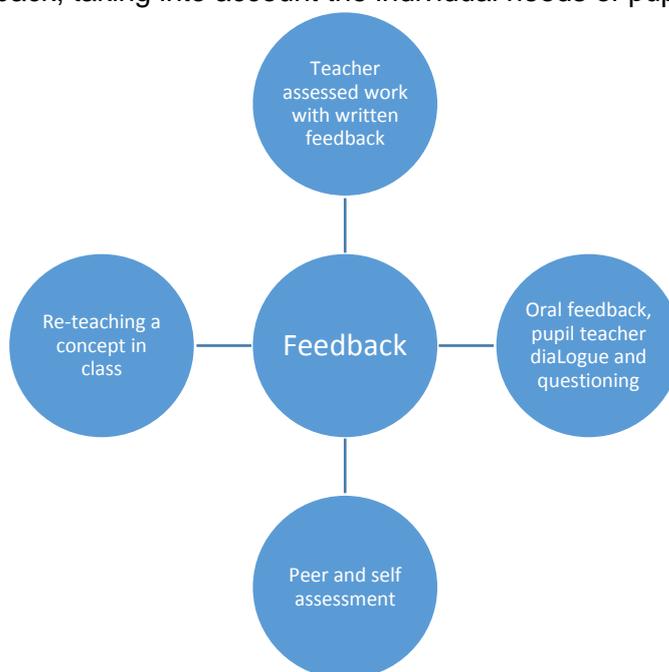
In addition to this whole school policy, each department has its own marking and feedback policy. This ensures that the specific academic and/or vocational needs of the curriculum are met. Schemes of Learning should indicate assessment requirements and the types of extended reading or writing tasks within each unit of work where appropriate i.e. a unit may only require one or two pieces of work to be marked in a detailed way on the completion of a unit. 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 are given feedback that makes them aware of their strengths and areas for improvement and are 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.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 3 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

## Whole School Policy

The marking and feedback policy reflects the necessity for different types and purposes of marking and feedback, taking into account the individual needs of pupils:



### 1) Teacher Assessed Work

- ❖ Assessment against criteria (e.g. GCSE 9-1, GCE A level)
- ❖ Detailed, developmental written feedback with clear targets for improvement, including examples of how to improve, and a literacy and/or numeracy target, if appropriate, using the common (lilac) assessment feedback form
- ❖ Work that is clearly graded and shows pupil progress
- ❖ Feedback on drafts where appropriate

### 2) Other Types of Feedback

- ❖ Oral feedback from the teacher with a pupil response as per departmental policy
- ❖ Pupil teacher dialogue and questioning
- ❖ Peer and self-assessment as per departmental policy with use of modelled examples of best practice, mark schemes and success criteria where appropriate
- ❖ Re-teaching a concept in class
- ❖ Light marking of work that is not assessed (e.g. notes, planning, bullet points, mind maps, unfinished or illegible work that cannot be accurately graded)
- ❖ Correction of key subject specific vocabulary and spelling mistakes

It should be clear in exercise books or folders which work has been assessed by the teacher.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 4 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

It is important that the type of marking and feedback is stated at the start of the work so that students are aware of which work will, or will not, be assessed. This should be clearly indicated in departmental marking policies.

## The Marking of Literacy and Numeracy

Every effort is made to help pupils progress with generic skills within English and Mathematics. 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 in an evolving, changing and competitive environment.

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. Spelling, punctuation, grammar and mathematical errors should be corrected in all subject areas using the Literacy and Numeracy marking symbols and Literacy and Numeracy Target Sheets where appropriate. This will ensure that pupils understand where mistakes have been made and how they should correct them in the future.

### The following 'Marking Symbols' are used to correct mistakes:

- O - A circle indicates a mistake for "spelling, punctuation or grammar" (add Sp, P or G to make mistake more specific)
- / - Start a new sentence: full stop and capital letter needed
- // - Start a new paragraph
- ^ - Indicates that a word is missing
- ?? - Doesn't make sense/needs changing

**All departments will use the whole school LITERACY TARGET SHEET (see attached) to set specific literacy targets when marking extended reading or writing assessment tasks. Teachers will also highlight spelling errors. Students are expected to write out the correct spellings in their exercise books or folders.**

## 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

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 5 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

- 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

**All departments will use the whole school NUMERACY TARGET SHEET (see attached) to set specific numeracy targets when marking tasks which have some form of numeracy content.**

## Monitoring and Assessment

The policy has been devised with the direct input of all Curriculum Leaders and is reviewed on a regular basis.

Each department will publish a self-evaluation calendar which ensures regular monitoring of students' work to ensure that the curriculum is being effectively delivered by teachers and learnt by students.

There will be 3 different types of work scrutiny throughout the year:

- 1) Scrutiny of work in lesson observations and learning walks.
- 2) Departmental work scrutinies conducted by the Head of Department and/or Second in Department or relevant key stage co-ordinator as part of the self-evaluation cycle. The work will be moderated by the leadership team during line manager meetings with HODs.
- 3) Senior Leadership Team work scrutinies that are thematic (e.g. DIS, SEND, MA or a particular key stage).

The key foci of these scrutinies are as follows:

- ❖ Is there clear evidence of the Scheme of Learning being followed?
- ❖ Is there evidence of the Whole School and Departmental Marking Policies being used (see marking key above)?
- ❖ Is there evidence of literacy and numeracy targets being set using the Literacy and Numeracy Target Sheet?
- ❖ Is the presentation of work in line with school expectations?
- ❖ Is feedback given on assessed pieces of work using the common assessment (lilac) sheet?
- ❖ Are there examples in the exercise books/folders of assessed pieces of work (including extended reading and writing tasks) that have been marked for literacy as well as content?
- ❖ Is there evidence of positive comments, feedback given (oral, self-correction or written), targets for improvement set regularly and examples of how to improve work, as per departmental policies?
- ❖ Is there evidence of pupil progress in the exercise books (grades, comments that indicate improvement, similar tasks that show improvement, the development of key reading and writing skills as the year progresses)?

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 6 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

- ❖ Is grading of pupil work consistent across the department and is the quality of work in line with the assessment data on each pupil?
- ❖ Is there evidence of a variety of challenging activities or tasks in the exercise books/folders?
- ❖ Is there evidence of comments that offer support and challenge to pupils of different abilities including SEND and MA pupils?

## Monitoring Practical or Performance Subjects

These subjects include Art, DT, Dance, Drama, Music and PE. The key foci of work scrutinies involving these subjects are as follows:

- ❖ Is there clear guidance (either in the form of “guiding principles”, rationale or marking and feedback policy) provided by the HOD as to how progress is monitored in practical or performance subjects?
- ❖ Is there a record of practical or performance activities that have been assessed? How often are these activities assessed and how is feedback given? Is there a teacher comment on performance? Are pupils encouraged to respond to feedback from the teacher?
- ❖ Is there a filmed performance (e.g. Dance, Drama, Music or PE) or photographic evidence (e.g. Art or DT) for some pupils which has been assessed and moderated by the department?
- ❖ Where there is written work, is it clear what types of tasks should be in books/folders and how these written tasks are marked or graded and how progress can be clearly monitored?
- ❖ Where there is written work (e.g. at GCSE or A Level), is there detailed, developmental written feedback with clear targets for improvement, including examples of how to improve, and a literacy and/or numeracy target, if appropriate, using the common (lilac) assessment feedback form?
- ❖ Is it clear which pieces are marked for literacy?

### Addendum: Marking and Feedback Policy in Response to Covid 19

This is an addendum to the current Marking and Feedback Policy. The current Marking and Feedback Policy will be reviewed in September.

In response to health and safety concerns due to the Covid 19 pandemic, the policy has been amended in order to ensure the safety of staff and pupils and to enable pupils to receive the feedback from teachers necessary for them to make progress.

Under the current circumstances, there is no requirement for teachers to mark work in exercise books.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 7 of 8
G Walker	G Walker / Governors	October 2020	Annual	4	

However, some teachers may want a wider review of pupil work or to mark work other than assessed pieces or self-assessed work in order to track the progress of pupils. If teachers wish to mark additional work in exercise books then the following advice needs to be adhered to:

- Exercise books can be taken to another classroom or room for a review or marking of written work by the teacher, but should not be taken home.
- Teachers should wait 72 hours before marking exercise books.
- It is advised that medical gloves should be worn during this process. The school will provide these on request.
- Any additional marking done by the teacher is undertaken at his or her own risk.
- Teachers should wait at least 72 hours before returning the books to the pupils in order to prevent possible cross infection.
- A suitable time for this wider review of work in exercise books could take place at the end of each half-term.

### **The Minimum Requirements for Marking, Assessment and Feedback are as Follows:**

- Assessed pieces should be completed separately on paper (or where appropriate, electronically) and should be marked as usual using the lilac feedback sheet (the frequency of assessed pieces within each subject remains unchanged from last year).
- This will allow teachers to wait 72 hours before marking assessed pieces and ensure that assessments can more easily be taken home, if the teacher wishes to do so.
- It is advised that medical gloves should be worn while marking assessments. The school will provide these on request.
- Assessed pieces with lilac sheets can then be stuck into exercise books or placed in folders by pupils when returned by teachers.
- Class work done in exercise books should, where possible, be self-assessed by the pupil with teacher guidance supported by mark schemes, success criteria or modelled examples of best practice.
- There should be no written peer assessment.
- Homework, that is not an assessed piece of work, should be completed on paper or electronically and marked by pupils themselves and placed in their exercise books/folders.
- In general, exercise books/folders should remain in the classroom where the pupils are being taught and should not be taken home for the time being.
- If necessary, exercise books can be taken to another classroom for a practical lesson.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page <b>8</b> of <b>8</b>
G Walker	G Walker / Governors	October 2020	Annual	4	