

ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

School Mission Statement

“Learning and Growing Together in Christ”

“A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness”.

ST JOHN LLOYD
CATHOLIC SCHOOL



MARKING & FEEDBACK POLICY

Approved by Governors OCTOBER 2023

Introduction

Our school mission statement is 'Learning and Growing Together in Christ'. It is a summary of the values underpinning everything we are aiming to achieve at St. John Lloyd School. We try to make our mission statement a reality by striving to become:

"A Christian community that recognises the dignity and value of the individual, and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral and cultural awareness."

About this policy:

This policy has been produced with due regard of work/life balance. It has been assessed to identify its impact on workload and working hours. Its purpose is to clarify statutory duties and avoid unnecessary marking; ensuring staff work smarter not harder.

This policy will be reviewed annually and necessary amendments will be the subject of further consultation with staff members. This policy has been revised in May 2017, following review of the most recent educational research from ESTYN's Annual Report and the supplementary guidance for Literacy and Numeracy, Donaldson's 'Successful Futures' review, study of Dylan Williams' and Paul Black's 'Inside the black box' and OFSTED's 'Eliminating unnecessary workload around marking' documentation. Further amendments were made to this policy in June 2018, following its use over the course of one academic year and in July 2019, further amendments have been made to address work scrutiny outcomes and teacher feedback. September 2021 – additional amendments made.

Rationale:

In order to become independent learners, pupils need to be informed about their learning. The teacher plays a crucial role in this process. By ensuring a student has a clear understanding of the learning objectives and the success criteria the teacher can then help guide the student through the next stage in their learning. This advice can take many forms, for example, general class feedback, a personal discussion or comments written on a piece of work. This list is not exhaustive. It is crucial that feedback provides pupils with guidance on how to make progress.

Marking is an integral part of teaching and learning. High quality marked pieces of work inform staff how **individuals** are performing. This information then forms the basis of future lesson planning. In order to ensure consistency, all staff are expected to use the whole school marking guidelines found below when assessing exercise books, key assessments and subject specific booklets. Pupil work must be assessed regularly in order to ensure pupils are aware of what they need to do to develop further.

Aims:

The aims of this policy are to:

1. Establish a consistent culture of meaningful, manageable and motivating marking and feedback for all pupils at St John Lloyd School;
2. Establish a consistent whole-school approach to the way in which pupils' work is marked and feedback provided to students, so that pupils have a clear understanding of how effective their achievements are and what targeted improvements are needed in order for them to make further progress in their learning;
3. Develop students as reflective learners, who actively engage in the 'learning conversation' initiated in the marking and feedback process;
4. Provide motivating praise and encouragement to all students;

5. Contribute to the assessment of students work and help teachers gain information for future planning;
6. Provide clear strategies for improvement;
7. Respond to individual learning needs;
8. Be seen by students and staff as a positive, constructive approach to improving learning.

Principles:

Marking and feedback should:

- Be manageable for teachers and accessible to students;
- Relate to lesson objectives, success criteria and learning outcomes;
- Allow time for students to read, reflect and respond, where appropriate;
- Be an active rather than passive experience;
- Be regular;
- Be predominantly encouraging and constructive;
- Conform to rules and regulations set out by examining bodies.

How do we mark students work?

- Students' work should be marked using the whole-school marking policy in a colour that can be seen clearly.
- When marking is complete, it should be signed and dated by the teacher.
- Home learning, peer and self-assessment tasks should be clearly identified by the student;
- Blue, red (pink), yellow and green highlighters may be used by the teacher and pupil to mark work against success criteria. The format of this would include: blue highlighter where 'brilliant' work and overachievement against the success criteria is identified, red/pink highlighter where the success criteria has not been met and becomes an 'Action Needed', yellow highlighter where the success criteria has been partly met and could then become an 'Action Needed' and green highlighter where the success criteria has been met and shows progress against the success criteria

Marking can take a variety of forms:-

- **Acknowledgement marking:** This checks that the work has been completed and simply needs to be ticked, signed and dated. Brief comments can be made and any aspect of the whole-school marking approach can be used here at the discretion of the teacher;
- **Peer/ Self Marking:** Once the work has been modelled, students use **Appendix 3a** to mark each other's work against a set of shared criteria;
- **Summative Marking:** This usually has a mark, grade or level;
- **Formative marking:** Diagnostic comments, **along with actioned verbal feedback**, are written to inform the student of the next steps for improvement. **Where VF is given, students show their understanding of the feedback in R2P time.** In order for the marking to be formative the information must be used and acted upon by the student. When formative marking has taken place, pupils should be asked to 'Reflect to perfect' their work in R2P time (**Appendix 1**). **Feedback time should be allocated** in the following lesson for students to read and then respond to the improvement suggestions.

Marking Frequency:

As a guideline, the frequency of marking is identified as:

Acknowledgement marking – as a minimum, acknowledgement marking should be evident in all themes/ topics/ units/ modules of work and should be signed and dated;

Quality (formative/ summative) marking by teacher – all key assessments at KS3 should be quality marked using **Appendix 3**. At KS4 mock examinations, controlled assessment drafts (where exam board regulations allow), folder and exam preparation work should be quality marked as appropriate to the course.

Quality (formative/ summative) – peer/ self-marking- at least once per term using the whole school approach - Peer assessment should be identified by using the **yellow sheet (Appendix 3a)** in exercise books.

Verbal feedback – as appropriate to support other forms of feedback, where group or individual verbal feedback is issued to students, this will be identified in the work by the teacher using VF, or the optional Verbal Feedback sheet (**Appendix 4**), with the expectation that pupils respond to the VF given through written engagement/ explanation/ improvement of work, next to the teacher VF symbol or in the VF sheet.

Quality marking of KS3 key assessments and KS4 work:

All subjects must complete quality marking in-line with the key assessment calendar and KS4 calendar requirements. Blue, red, yellow and green highlighters can be used as a form of BRAG marking during this process.

When quality marking, teachers should:-

1. Read the piece of work and mark it using the whole school marking and feedback policy;
2. Highlight examples where the student has met the learning objective;
3. Highlight areas that could be improved;
4. Provide a positive and motivating comment which can help the student to “close the gap” between what they have achieved and what they could achieve. Teachers should use the ‘Questioning for progress’ (**Appendix 2**) here, alongside focused and subject-specific diagnostic commentary to support pupil progression.

Whole school marking and feedback approach:

The whole school approach (**Appendix 3/ 3a/3b**) and the marking codes (**Appendix 4**) should be used when **quality marking** (teacher/ peer and self) is being completed. **Aspects of the marking approach can be used when acknowledgement marking/ verbal feedback is being given too.** The approach is explained as:

- **Learning objective** – the focus of the work being completed (link to National Curriculum/ LNF/ GCSE criteria);
- **Feedback against success criteria** – meaningful, motivating and diagnostic comments made in relation to the learning objectives/ success criteria set and the level/ grade achieved by the student in the assigned core task. **The success criteria should be written using the ‘what matters’ language stems of ‘I can/ I will’;**

- **Action needed** – Should ‘close the gap’ in the learning for pupils and move the leaning forward for individuals. Actions should be focused/ bullet point suggestions to ‘Reflect to perfect’ their work, to include the use of **Appendix 2/** National Curriculum level progress commentary/ LNF strands (age appropriate)/ GCSE grade progress comments;
- **Are you on target?** – Pupils’ end of KS3 Level or GCSE target grade should be included here and checks made on effort made using the whole school ARR policy of X, Y and Z;
- **Pupil action** – engages with the ‘action needed’ and uses ‘Reflect to perfect’ or R2P time to reflect on the feedback and seek to ‘close the gap’ in their learning. The action could be re-writing a section of the work/ completing an additional MAT task/ answering a question posed in the action/ correcting errors. This is part of the learning conversation between pupil/ teacher/ peer. The pupil action could

From September 2019, the approach to how quality marking is completed has been amended. Pupils will, where feasible, complete a draft version of their assessment task, which will be quality marked against success criteria by the class teacher. This ‘enrichment’ marking will provide pupils with the ‘action needed’ to complete the final draft of their assessment during R2P time. Once this process has been completed, the class teacher will provide an acknowledgement comment and the summative mark/ grade/ level on the work.

Where this approach is not feasible, class teachers will mark the work when complete and R2P time should be evidenced when the assessment skills are challenged further on in the term/ year. If this approach is being taken, students will be made aware of when further progress will be made in this area in the teacher feedback.

Marking codes:

Appendix 5 identifies the common marking codes that should be used when marking pupils’ work (acknowledgement and quality marking). These should be placed at the front of all exercise books/ folders to ensure pupils are familiar with the progress/ target areas being identified in their work.

Not all errors need be identified. Staff should use professional judgement to identify areas for improvement for pupils to focus on. Staff should make a maximum of three corrections in spelling per page and staff should identify a spelling strategy to support pupil progress with the errors. These strategies should link to the whole school literacy approach for developing pupils’ spelling through departmental spelling tests, spelling rules and pupil corrections. Numeracy feedback should be identified using the M0/M1 and A0/A1 codes, with M codes for method and A codes for accuracy of answer.

Grades and Levels:

Students should be given information on their progress compared to their target grade/level at least once a term, commensurate to key assessment requirements. This should be expressed as a National Curriculum level or sub-level or Literacy or Numeracy score at Key Stage 3. At Key Stage 4, students should receive feedback according to the grading structure of the qualification/ unit for which they are studying.

In Year 7, when Quality Marking, target levels to monitor progress will be used from the second term of the year, in order to allow learners to settle into routines and develop confidence across all curriculum areas. Core subjects may choose to mark against target levels, as a wider data pack is available to these subjects in the form of KS2 data and WGNRT data.

In addition, staff should use the common school marking approach to give feedback to pupils regarding their progress. This is in-line with the school's ARR policy. **When quality marking**, teachers should comment on 'Effort' (graded as either X, Y or Z). All staff must use the whole school 'Marking Approach' to clearly identify the pupils' progress **when completing quality or acknowledgement marking**. All grades are to be recorded in staff SIMs mark book. It is the responsibility of the teacher to ensure that any pupil who is absent has their book marked immediately on their return.

Online marking:

In subjects where marking is completed online, such as **Google Classroom**, onenote and J2E, learning conversations form part of the acknowledgement marking and verbal feedback. Where tasks are identified for Quality Marking (KS3 key assessments / KS4 assessments) then the marking format and language of the teacher pro-forma will be used and any online quality or acknowledgement marking will be identified in pupils' books/ folder work with the statement 'marked in digital area'.

Effective Feedback – Closing the Learning Gap

Roles and Responsibilities

	Type of Feedback	What it looks like in your department...	Frequency (Guideline will depend on the subject area)
	Acknowledgement and checking	<ul style="list-style-type: none"> • Skim marking – check and tick any work that doesn't require extended diagnostic feedback. • Acknowledgment and checking of task accuracy while circulating the room during lesson time. • Teacher comments at the end of tasks are linked to the assessment objectives. • Marking is signed and dated. 	<ul style="list-style-type: none"> • The department aim to mark every lesson where appropriate.
	Quality (Written) teacher feedback	<ul style="list-style-type: none"> • Utilisation of whole school marking/ feedback approach as a learning and teaching strategy. • Learning conversations in the exercise books/ folders between teacher and pupil. • Pupil friendly language used. 	<ul style="list-style-type: none"> • Whole-school marking to be utilised for quality marking tasks. Learning conversations to be linked to learning objective on a routine basis. The targets set during these feedback conversations. • WS marking: Positive feedback on a piece of work linked to objectives / Actions needed linked directly to LNF. NC Levels, GCSE criteria, closing the gap / Are you on target? Progress check / Pupil action – response to feedback showing evidence of dialogue between pupil and teacher and R2P time accessed.
	Quality feedback by the student	<ul style="list-style-type: none"> • Pupil action - reflection section in the marking formula. • Pupil/teacher dialogue during the learning conversations. • Peer-Assessment and self-assessment opportunities – using the whole school marking approach (Yellow sheet for PEER and Purple sheet for SELF). 	<ul style="list-style-type: none"> • Whole school marking approach to be utilised to comment and reflect upon following teacher comment. • Learning conversations to be used on routine basis following summative assessment. Pupil to comment and reflect following teacher comment – Reflect to perfect (R2P time). • Pupil Voice opportunity exists within marking/ feedback template.
	Verbal Feedback	<ul style="list-style-type: none"> • Live in-class feedback and target setting by class teacher. • Snapshots of formative feedback mid-task. • Ongoing teacher-pupil dialogue throughout the lesson. • Verbal feedback to be recorded at appropriate points in books by pupils. 	<ul style="list-style-type: none"> • Verbal feedback is a continuous, ongoing and immediate means of formative feedback that is used regularly throughout each lesson.

Role	Responsibilities
Senior Leadership Team	<ul style="list-style-type: none"> • Devise and implement a programme to monitor the implementation of the School Marking Policy; • Carry out work scrutiny as part of the schools' self-evaluation process.
Department Leader	<ul style="list-style-type: none"> • Ensure departmental marking and feedback reflects the whole school marking policy; • Monitor the marking of books on a regular basis; • Identify key tasks to be quality marked; • Plan department marking over a period of time so that strengths and weaknesses can be identified; • Moderate key assessment opportunities to ensure consistency.
Teacher	<ul style="list-style-type: none"> • Ensure work is marked in accordance with the whole-school marking and feedback policy; • Award students levels or grades for key assessments; • Advise students on how to improve their work; • Ensure that students are provided time to consider marking comments; • Share good practice in meetings; • Sign and date students' books following marking.
Teaching Assistants	<ul style="list-style-type: none"> • Read through the comments written by teachers in order to guide any pupils they are working with in the class; • Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
Students	<ul style="list-style-type: none"> • Under guidance from teachers, mark identified tasks according to shared criteria; • Read, question and respond to comments by teachers; • Complete missing work as directed; • Keep high standards of presentation of work.
Parents	<ul style="list-style-type: none"> • Read through marking and feedback comments provided by teachers. • Support the school by checking work and signing planner.
Governors	<ul style="list-style-type: none"> • To be aware of the marking policy; • To receive feedback on the working of the policy.

STUDENT GUIDE TO R2P TIME

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REFLECT PERFECT 2

During R2P time you will be asked by your teacher/ peer to **'REFLECT'** on your feedback and **'PERFECT'** your work to bring it closer to excellent.

You will then need to act on the feedback in the **'PUPIL ACTION'** section on your feedback sheet to make progress.

Your next steps will be personal to you and your individual progress. You may be asked to:

1. Complete an additional task to reinforce/ stretch your understanding;
2. Re-write a section of work to improve upon a specific skill;
3. Correct Literacy and Numeracy errors;
4. Respond to questions posed by your teacher/ peer.

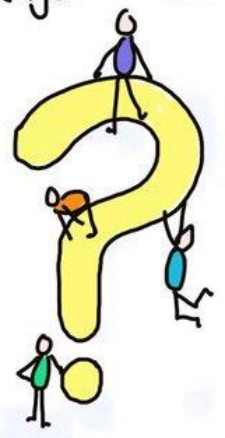
All actions are there to help you DEVELOP, IMPROVE and move you closer to EXCELLENT

QUESTIONING for PROGRESS

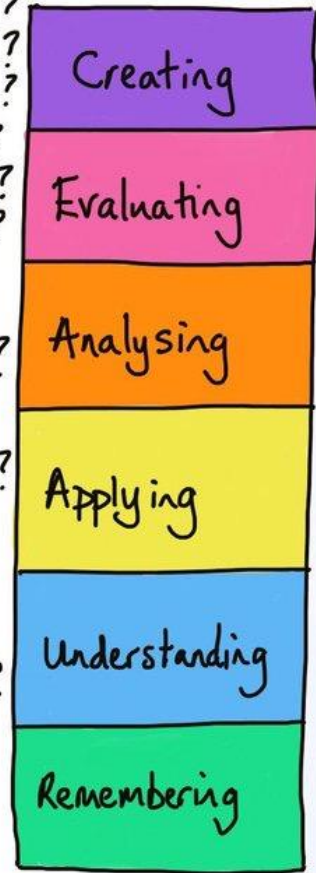
- QUESTIONS SHOULD.....**
- ★ Be planned
 - ★ Be purposeful
 - ★ Be spaced for thinking time
 - ★ Move from closed to open

"The art and science of asking questions, is the source of all knowledge."
Thomas Berger

- POSE
- PAUSE
- POUNCE
- BOUNCE



- How would you improve...?
- How would you find out...?
- What is an alternative to...?
- What are the strengths of...?
- What is the most important...?
- What do you think about...?
- What caused....?
- Why did....?
- How many ways can....?
- How would you use.....?
- Where else would you see...?
- How would you solve....?
- Explain why.....?
- How does.....?
- Who do you think.....?
- What is.....?
- How many.....?
- Can you list.....?



QUESTION HIERARCHY - Bloom's Taxonomy

Don't ask more than 1 question at a time, give pupils time to think

Appendix 3a

Marking and feedback/ Marcio ac adborth:

**PEER/ SELF ASSESSMENT
ASESIAD**

ST JOHN LLOYD
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Learning objective/ Amcan

To be able

Comments on where your classmate/ you has met or achieved the success criteria:

Sylwadau ar ble mae'r dysgwr/ rwyd ti wedi cyflawni'r meini prawf llwyddiant:

Areas for improvement (Say how your classmate/ you can make improvements to their work):

Sut i wella'r darn (Dweda sut gall y dysgwr/ gallet ti gwella'r darn o waith):

Pupil reflection (R2P time where I make the improvements in my work):

Ymateb y dysgwr (Amser R2P ble rydw i'n gwella fy ngwaith):

Teacher comment/Sylwad yr athro:

Teacher Signed/Llofnod yr athro:

Date/Dyddiad:

Appendix 4:

#teamSJL

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ST JOHN LLOYD
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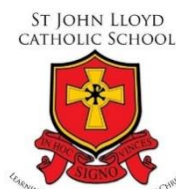


verbal feedback summary:

Date of verbal feedback:

What I understand from the verbal feedback:

Appendix 5:



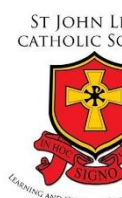
Whole School Marking & Assessment Codes

Marking Codes:

Marking Symbol	Meaning
	Spelling error identified – spelling strategy to be applied
	Missing punctuation – to be placed where the correct punctuation should be
	Incorrect capital letter used – (Missing capital letter and incorrect capital letter used will be identified)
	Error in expression/ numerical method
v	Good point made/ accurate numerical solution/well written section – apt and clear
vv	Excellent point made/striking or imaginative writing/ perfect numerical solution with justification
//	New paragraph needed
U	Underline your work with a ruler
NUMERACY: M0/ M1	Marking of method – (M0 – incorrect method, M1 – correct method)
A0/ A1	Marking of accurate answer – (A0 – incorrect, A1 – Correct).

Learning objective/ Amcan

- the focus of the work being completed (link to National Curriculum/ LNF/ GCSE criteria);



- meaningful, motivating and diagnostic comments made in relation to the learning objectives/

Feedback/ Adborth:

Grade/ Level achieved/ Gradd/ Iefel a

highlighted on both the sheet and in the work as a marking approach. Blue, red (pink), amber and green colours can be used to identify BRAG progress and areas for improvement;

- A NC level or sub-level/ literacy or numeracy score or GCSE grade to be awarded for the task.

Action needed/ Beth sydd i'w

- Should close the gap in the learning for pupils and move the leaning forward for individuals.
- Actions should be focused/ bullet point suggestions to 'Reflect to perfect' their work **appendix 1**);
- Should include the use of **appendix 2**/ National Curriculum level progress commentary/ LNF strands (age appropriate)/ GCSE grade progress comments

Are you on target?

- Pupils' end of KS3 Level or GCSE target grade should be included here and checks made on effort made using the whole school ARR policy of X, Y and Z.

**Are you
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Pupil action/ Ymateb:

- Pupil engages with the action needed and uses 'reflect to perfect' or R2P time to reflect on the feedback and seek to 'close the gap' in their learning.
- The action could be re-writing a section of the work/ completing an additional MAT task/ answering a question posed in the action/ correcting errors. This is part of the learning conversation between pupil/ teacher/ peer;
- The pupil responds to the 'action needed' in this section of the feedback or in the work where appropriate.

R2P time teacher comment on final draft:

- The teacher provides an acknowledgement comment that engages with the drafting and re-drafting process and the pupil's final outcome in the task.

Signed/ Llofnod:

Date/ Dyddiad: