



**St Bede's**  
Roman Catholic High School

# **WHOLE SCHOOL MARKING & FEEDBACK POLICY**

## WHOLE SCHOOL MARKING & FEEDBACK POLICY

### AIM

The aim of marking and feedback is to move learning forward. It is used to inform student's progress and to help them improve their outcomes. It is important that marking and feedback is carried out in a way that it is a good use of teacher's time. All students receive oral and/or written feedback in such a way that it consolidates and improves their learning and builds self-esteem. Feedback should be meaningful, manageable and motivating.

### OBJECTIVES

- To provide pupils with both written and oral feedback at appropriate times for it to be an effective tool for promoting learning for all St Bede's students
- To develop students as reflective learners whereby they learn from the feedback they are given and use it to make improvements and further their progress.

### RATIONALE

- To recognise that high quality written and oral feedback of students' progress and attainment are central functions in the learning process.
- Much of the feedback pupils receive is given orally in class. Teachers only write in student's books if it is to help them further improve their progress.
- To ensure that the focus of marking and feedback is to help students to gain a clear understanding of how well they have understood the concepts and skills and what needs to be done to meet the learning objectives.
- To ensure students are shown clearly how to improve their learning and are given the opportunity to make improvements.
- To develop students as independent reflective learners by ensuring students respond to the written and oral feedback given by the teacher.
- This process may be defined differently depending on the subject and is set out in departmental marking and feedback policies.

Marking is most effective when the student knows:

- The purpose of the task.
- How far they have achieved this.
- How to move closer towards being successful.

### Expectations

#### A. Teachers are expected to ensure that:

- Students receive written feedback at least once every three weeks, in the written subjects at an appropriate time.
- Students receive detailed oral feedback at least every two weeks in the practical subjects.
- High quality instructions is provided to ensure students are able to understand and meet the standards that are expected.
- Peer and self-assessment are regularly used in lessons to enable students to become independent learners and are confident with the assessment criteria.
- Formative comments and oral feedback is given which identifies what a student has done well, what still needs improvement and how they can improve their performance further.
- Feedback is interactive and used by students and teaching staff in lessons to evaluate the effectiveness of the learning and teaching.
- Comments both written and verbal are often phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process.

- They use marking and feedback to accurately assess students' learning and progress.
- Time is set aside regularly in lessons to allow each student to respond to the teacher's comments both written and oral and improve their understanding;
- Evidence of marking/feedback and levels/grades are noted in the teacher's planner/mark book.

**B. Academic Leaders must ensure that:**

- All department areas have a coherent and consistent marking policy for their subject.
- A balanced and manageable marking procedure is developed for accurate assessment in their subject;
- Department marking and feedback is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given;
- The impact, effectiveness and consistency of the departmental marking and feedback policy, is monitored by conducting book monitoring, moderation and planning checks;
- There are opportunities to moderate key assessments to ensure accuracy and consistency; this will usually form part of the department SDS time;
- Students and teachers have access to level or grade descriptors that are understood by all students.
- The marking and feedback within the department motivates students and has a positive impact on their progress.

**C. SLT must ensure that:**

- They monitor the implementation of the 'Whole School Marking and feedback Policy' via the audit procedures.
- They evaluate the implementation of the policy and provide diagnostic feedback on how formative marking and feedback across the school can be further developed.
- Academic Leaders are supported in their monitoring of standards of marking and feedback in their departments.
- They quality assure the subject area's marking and feedback policies.

**D. Teacher's mark books and planning**

Teacher's planning and mark books must be kept up-to-date and include marks/data/assessments. These must be available for monitoring.