St Bede's Marking and Feedback Policy

At St Bede's we strive to make our approach to marking and feedback of pupil work in line with three key principles:

- **Meaningful: Marking and feedback should serve a single purpose – to advance pupil progress and outcomes.**
- **Manageable: The balance of endeavour on a piece of work should focus on the pupils effort to improve.**
- **Motivating: Marking feedback should help to motivate pupils to progress.**

Ownership:

Marking at St Bede's is not 'one way traffic'. The provision of feedback through marking will prompt responses from pupils, creating a productive learning dialogue. In order for this to happen:

- Teachers will provide time following the return of marked work during which pupils can respond to the marking either in lesson time or as a homework activity.
- Students will engage productively in the process, using the time allowed effectively
- Pupils will do corrections, respond to teacher's or peer guidance with regard to redrafting work or accessing resources.
- Parents will take note of teachers' comments and may respond on their child's work.

Quality Assurance:

We are all responsible for nurturing a productive learning dialogue in our school.

- Teachers will conscientiously and consistently adhere to this policy and will actively support pupils in providing their responses
- Subject leaders will monitor the consistent and effective application of the policy and the quality of pupils' responses, and intervene as necessary
- Senior leaders and governors will monitor the consistent and effective application of the policy across the whole school, and intervene as necessary

Methodology:

Teachers at St Bede's should utilise the full range of strategies from the following list of acceptable methodologies, varying the approach as is appropriate to the nature of the work being assessed:

- Summative indicators of attainment – levels or grades as appropriate, with reference to assessment criteria to illustrate why the particular grade or level has been awarded.
- Formative feedback – should be personalised formative comments indicating strengths and areas to improve, e.g. 'What went well', 'Even better if' " MRI- My Response is" "MARI My Action Response is".
- Comparison of current achievement against target data, enabling pupils to measure their own progress at key points in the year.
- Identification of successful literacy as well as of errors and areas for improvement, through the consistent use of agreed symbols recognised by pupils (See Appendix).
- Questions to challenge pupils to reflect upon their own responses and / or direction to work independently to acquire knowledge or skills deemed to be missing from the work assessed, e.g. to access resource materials, websites, thesaurus, dictionary

There are only two prescribed elements to this policy:

- Pupils will receive detailed, high quality, personalised feedback at least once per half term and should receive brief written comments/acknowledgement of successes more frequently. Detailed, balanced and constructive verbal feedback will be given to individuals or groups of pupils at least weekly and often much more regularly within the context of the lesson
- Teachers' written feedback will appear in red/pink ink; pupils' responses, reflections, corrections and personal targets in green

Feedback

The quality of feedback is more important than the quantity of feedback. The quality of feedback can be assessed in how a pupil is able to tackle subsequent work. Feedback is formative and is used to highlight the strengths and weaknesses in a piece of work produced with the aim of improvement to take place. Quality feedback gives the pupils detailed information to digest in relation to the work they have produced, this should make pupils think and act in response. Feedback in the form of dialogue between pupils and teacher is productive. Feedback should aid improvement. Feedback should provoke thinking and suggests the next steps for improvement.

Feedback should be given during, or as soon as possible after the completion of a task to correct errors and address any misunderstandings.

Effective, targeted and differentiated questioning helps students develop their responses and is an essential component of feedback.

Verbal Feedback

Verbal feedback should be intrinsic to our teaching. Students should be able, via expert questioning and teacher explanation, to know where they have made progress and understand their next steps in learning. Verbal feedback is evidenced in students' work and progress made. Where students are not making progress there should be other forms of feedback in order to address this.

Written Feedback

There are many forms of written feedback and each has its place in an effective portfolio of marking and feedback. All written feedback should cause thought and require action from students. This action may take the form of redrafting, reading, online tasks or development of skills for embedding in future tasks.

Peer and Self-Assessment should be used where teachers have given clear success criteria, checklists or answer sheets.

Whole Class Feedback in the form of crib sheets, checklists, modelling or coded marking can be used in order to address common misconceptions, highlight good practice and allow students to redraft, complete another task or apply to future tasks.

Individual Feedback in the form of written comments, highlighting work, live marking within the classroom and verbal comments can be done on a 1-2-1 basis.