



Archdiocese of
Birmingham

St Thomas More Catholic Academy

Marking and Feedback Policy

Date of Policy:	January 2022
Member of Staff Responsible:	Emma Pycroft
SLT: Headteacher:	Mark Rayner
Chair of the Academy Representatives: Nominated Academy Representative:	Rob Flello
Date of Policy Review:	April 2023

Publish:

Internal / website

Policy Objectives

- To provide clear guidelines on the STMCA's approach to marking and feedback
- To establish a coherent approach to marking and feedback
- To provide a system that is clear to students, staff, parents and other stakeholders
- To monitor, support and record students' progress effectively and consistently
- To ensure marking impacts on learning whilst supporting staff well-being

Introduction

Students' classwork and conversations provide the clearest, and most accessible, evidence of progress over time; as well as the expectations of the teacher and academy.

It is vital that students' books/folders are seen as more than just a record of work completed but demonstrate the progress a student has made in their understanding and skills. It will also demonstrate how the student has been supported to overcome barriers, challenged and developed by the teacher, through the work set and feedback given.

Marking students' books is a part of our professional duty. Routinely reading, checking and monitoring students' books connects us to their learning and helps to ensure they care about the work they produce. All books/folders should display the student's target grade and current Curriculum Assessment grade on the cover so students' have a clear understanding of the goal they are working towards.

The ultimate goal is that our students make excellent and sustained progress, that they are able to know more and remember more. Teachers need to teach and assess knowledge, skills, understanding and recall ability on an **ongoing basis**. This will ensure the student and teacher will know where students are at any given time.

We also need to guarantee that a students' progress is assessed in a variety of ways, regularly. In order to make sure work is assessed regularly we need to have a system that is fair and consistent across curriculum areas, departments and the whole academy.

Marking and Feedback

Marking is:	Feedback is:
Assessment for learning	Assessment for learning
Directs thinking/improvement	Provokes thinking/suggests
'you should'	'How could you..?'
Written	Written or Oral
By teachers, HLTAs, peers or individuals	By teachers, HLTAs, peers or individuals



The EEF toolkit suggests high quality feedback when used regularly and timely can have an impact of +5 months for written feedback and +7 months for oral feedback.

Good feedback should:

- Indicate to students their strengths, misconceptions and any areas they need to develop
- Result in more work for students than it does for teachers
- Should have impact – so provide hints/clues but make the students 'work for the answer'
- Written feedback should be given sparingly so it is meaningful and students do not become dependent on the teacher

The following policy and guidance is written to ensure students' receive marking and feedback which supports their development and provokes their own learning. STMCA will use assessment – both marking and feedback – to support students' progression.

Assessment for learning

Assessment and feedback is key to ensuring students can make progress. All students should be aware of what they know and can do, and how to improve further.

Assessment should also inform the teacher on the knowledge and skills students need further support with, so that planning including curriculum sequencing can be adapted to meet these needs.

At STMCA we will use assessment in the following ways:

Assessment for Learning <i>Regular throughout each lesson</i>		Deeply Marked Piece <i>Minimum of every 8 lessons</i>
An umbrella term which refers to any of the below strategies: a means of gauging a students' knowledge, understanding and effort. All assessment for learning activities should have purpose and meaning so that students can know more and remember more.		A substantial piece of work which is used as a diagnostic tool. It is an indication of students' understanding of an aspect of the curriculum and receives WWW and EBI and is marked for literacy. This also includes Curriculum Assessment and Mock examinations.
Questioning and Feedback	Knowledge review and retrieval	
This would include the following: <ul style="list-style-type: none"> • Modelling excellence and providing clear learning intentions • Using questioning to determine progress and understanding • Using self and peer review • Teacher providing whole class feedback 	This may include: <ul style="list-style-type: none"> • Quizzes based on knowledge organisers for each SOL – to assess current learning • Quizzes to revisit prior learning and SOL which overlap with current SOL • Nuanced multiple choice for teacher to assess current learning • Link to AfL November 2021 CPD 	This would be: <ul style="list-style-type: none"> • Completion of a product – essay, piece of writing, presentation, completed practical piece etc • The deeply marked pieces may be scaffolded to facilitate an accurate diagnosis of student knowledge and understanding • Mock examinations/Curriculum assessments – these must not be scaffolded • Re-drafting to be expected here to achieve quality • Students will have the opportunity to 'action' feedback to support their progress (see DIRT).

Curriculum Planning

Each department will have a clear and detailed curriculum plan in place, as well as medium-term plans for each unit of work, which identify tasks to be deeply marked when common to the department. Teachers will need to deeply mark pieces of work more regularly in response to class needs. Especially if common pieces of work do not provide deep marking at least every eight lessons.

The medium-term plan will indicate how assessment is being used in lessons, throughout the scheme of learning, to provide feedback to both the teacher and students.

The curriculum plan will indicate the following:

- Key threshold concepts and/or skills required to be assessed throughout the year by all staff
- Key assessment for learning questions to challenge all learners regularly each lesson
- Any exam questions/titles/papers to be used to provide data as part of the assessment/reporting policy
- The title/focus of any knowledge review/retrieval quizzes/tests
- Details of the deep marked piece of work to be produced by students which will receive detailed written feedback from the teacher.
- Details of DIRT tasks pre-prepared which address common misconceptions made by students for this topic/task/question etc
- Link to The Great Teaching Toolkit, 2020. Component One: Understanding the Content.

Deeply Marked Work

Deeply-Marked Piece of Work

- An extended piece of work should be deeply marked at least every 8 lessons by the teacher.
- The extended piece of work to be deep marked and should be specified within the SOL and meet the requirements of the curriculum intent.
- Stickers recording personalised subject targets and Curriculum assessment data are required on all books and folders containing deeply marked work.
- Subject Leaders may direct their departments to mark more frequently depending on the needs of the subject, to ensure students have feedback from deep marking at least every eight lessons.
- Teachers are leaders of their own classes, so may need to create additional deeply marked assessment work or deeply mark appropriate class work to ensure the progress of their students can be accelerated.
- Subject Leaders should monitor compliance to the policy and quality of feedback through the department half termly MER schedule.
- All deeply marked work is evidence to inform your future class teaching and learning, curriculum plans and individual student improvements (additional home learning or interventions etc).

Curriculum Assessments and Mock Examinations

- A calendared and un-scaffolded assessment which assesses a broad section of the curriculum.
- Curriculum assessments should be based on a broad range of assessment objectives, be marked according to a mark scheme or exam specification and receive a grade to inform data points.
- Data points are used for internal analysis and reporting to key stakeholders such as parents.
- Curriculum Assessments can be used to inform curriculum adaptations as well as future teaching and learning planning.

Deep marking non-negotiables:

- All extended pieces of work should have formal feedback which uses WWW and EBI.
- All deeply marked work should be followed up by meaningful DIRT (see section below) which should be completed in green pen.
- Meaningful DIRT is a task or response to feedback which students can demonstrate that they are **applying** their new learning.
- All teacher feedback should have clear impact and relate to the national curriculum / SOL.
- All DIRT tasks are completed in order to accelerate progress and develop students' knowledge.
- Literacy codes should be applied consistently in line with the literacy non-negotiables.
- Percentage scores where possible, should be calculated by students in line with the numeracy non-negotiables.
- See individual department appendices for more information.

Vocational Qualifications

Teachers of vocational qualifications should adhere to the school policy and maximise the opportunities for feedback to be provided to students in exam-based units. However, for coursework units this should be marked within the parameters set within exam board marking requirements.

Where detailed individual WWW/EBI feedback is not viable on coursework units, verbal feedback and general class feedback should be used each lesson in response to ongoing assessment. The general class feedback should be consistent across the department, using WWW/EBI and teaching of key areas for improvement ahead of students continuing coursework completion.

DIRT Tasks

D.I.R.T = Directed Improvement and Reflection Time

Effective DIRT tasks allow students to:

- Reflect critically on their strengths and weaknesses – and to begin to address them
- Develop techniques to consolidate understanding or to stretch themselves further
- To craft and improve skills so that feedback **is put into practice**
- Receive specific guidance which is bespoke to students' needs

No DIRT means no learning gaps are closed; and feedback provided has not had an impact.

DIRT activities are key to ensuring progression and should therefore be carefully considered. Time spent on a DIRT task should be sufficient for learning and development to take place. A good rule of thumb is 'DIRT task time = double the amount of time the teacher spent providing the feedback'.

Meaningful DIRT may include corrections and literacy corrections but needs to be more substantial than this alone. Students need to have the opportunity to apply their new learning.

In order to ensure DIRT tasks are well constructed and give students' a variety of ways to reflect, develop and craft STMCA uses 'action' codes. Each 'action' is a different type of DIRT task which can easily be added to/adapted by the teacher to make a DIRT task bespoke.

Examples of these action codes being made bespoke to students needs are detailed below:

- Redraft this piece of work / this paragraph/ this graph.... by doing X, by adding Y, by correcting Z...
- Revise this piece of work: this time make sure you include X, you measure Y, you state Z correctly....
- Use your corrections to now apply this learning to another question
- Improve your use of future tense/dialogue markers/fronted adverbials/connectives – by re-writing these 20 statements adding the appropriate phrase, punctuation...
 - On the basis of what I'm seeing, you need more practice responding to questions like this...
- You still don't know all of these facts: go and learn them using your KO; prepare for a mini re-test on...
- For wider depth on this topic please read ----- and record your findings.

It is expected a teacher will direct students by providing an 'action' (DIRT task) as part of written feedback. The teacher must also plan sufficient time for this task to be completed, in green pen, by the student. To take in to consideration teacher workload associated with double marking, we encourage the use of self or peer assessment to mark and give feedback on DIRT activities.

In order to make marking and feedback a more streamlined process, while still improving the quality of learning, we should consider what we ask students to do before a final 'product' is submitted.

This should include the following:

- **Recall of key facts or skills by the student** – teachers will need to provide opportunities to do this ahead of the piece or work or even incorporate in the planning of the task
- **Expectation of proof reading and editing by the student** - so teachers need to specifically plan this activity into lessons and provide resources such as dictionaries
- **Using success criteria – a 'pre-flight checklist'** to complete before work is submitted
- **Self assessment** – students highlighting parts of their work they are proud of and that has met the success criteria provided
- **Do not accept substandard work** – we need to create a culture of high challenge and communicate clearly we will not accept 'sloppy' work. This means knowing each student and what represents 'sloppy' for them. A 're draft' deadline could be provided for such work.
- Where appropriate the Extended Writing Checklist should be used to ensure that literacy standards are consistently met.

Literacy

Literacy is the ability to use and manipulate language in all its forms. Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers and adults within the school have a crucial role to play in supporting students' literacy development. All teachers must share the responsibility for developing students' literacy skills and the benefits of a literate pupil body. Staff will utilise the marking codes as appropriate to support students' literacy. No more than three key incorrect spellings should be highlighted per piece of work to support students with Dyslexia.

Symbol Meaning:

- Sp Correct your spelling three times. (These should also be highlighted)
- P Add or change a punctuation mark or capital letter.
- G (Grammar) Edit your sentence so that it reads correctly.
- // Use paragraphs correctly.
- ? Unclear meaning.

Staff will endeavour to support the development of all pupils' literacy skills through:

Reading:

- Review schemes of work to ensure there are opportunities for developing literacy skills and building cultural capital.
- Make good use of reading and spelling ages available to inform planning.
- Ensure text-based resources are appropriate to reading ages.
- Teach reading for meaning as an active process.
- Promote reading for pleasure and the use of the library.
- Link to Disciplinary Reading September 2021 CPD.

Writing:

- Review schemes of work to ensure there are opportunities for developing extended writing.
- Model how to write accurately for audience and purpose.
- Provide writing frames where necessary to support pupils in structuring and organising their work.
- Teach paragraphing to indicate change of time, topic, place and person.
- Use dictionaries to support learning.
- All written resources, information, examples and models provided for pupils, parents and carers will be grammatically accurate and punctuated appropriately.
- Use the whole school literacy marking symbols when assessing pupils' written work.
- Provide opportunities for pupils to use literacy marking symbols in peer and self-assessment.
- Provide a framework to quality-assure the quality of extended writing.

Oracy:

- Review schemes of work to ensure there are opportunities for speaking and listening.
- Ensure that people hear consistently good examples of English.
- Give speaking and listening equal status to writing in developing the whole child's literacy skills.
- Use learning partners where pupils are being asked to respond, allowing a short period of time for thinking and discussion with partner.
- Give pupils constructive feedback on their oral contributions.
- Model tier 2 and 3 vocabulary.
- Communicate in full sentences only.
- Adhere to SHAPE: (Speak in full sentences, Hands away from mouths, Articulate words, Project voices and make Eye contact).

Model standard English plus tier 2 and 3 vocabulary within resources and oracy.

Oracy should consist of full sentences only.

Respond to students' work using the literacy codes.

Evidence and model positive attitudes towards literacy.

Presentation of Work in Books/Folders

Work completed by students in books is a reflection and an indicator of a student's progress over time. Where students work in multiple exercise books, there should be no discrepancies between presentation or literacy standards.

- Students should be supported by teachers to have clear presentation and take pride in their own book work.
- A consistent and effective way is crucial in demonstrating the high expectation of the teacher and the student.
- To support student independence, students are encouraged to take books home each lesson.
- There is no requirement for teachers to recognise every piece of class work such as notes and drafts.
- Teachers should plan to use self or peer assessed in addition to teacher marking to provide regular feedback.
- Covers of books should have the student's full name, subject name and teacher's full name.
- End of year targets (Y7-9) and end of key stage target (Y10/11) and current Curriculum Assessment grade should be on the front cover.
- In sixth form, end of key stage targets should be clearly identifiable, either present on student's workbooks, folders or can be clearly articulated by students.

Monitoring Quality Assurance

At departmental level it is the role of the Subject Leader to monitor standards and consistency of assessment, marking and feedback within his or her team. This will be planned in the department Monitoring, Evaluation and Review (MER) schedule.

Subject leaders may monitor the quality through a variety of strategies including:

- Lesson observations
- Learning walks
- Work scrutinies
- Student voice
- Staff voice
- Assessment mark books
- Raising Achievement Plans (RAPs)

Subject leaders will seek to improve the quality of assessment, marking and feedback across the department.

SLT will take part in the quality assurance of assessment by:

- Supporting the subject leaders MER schedule
- Line management meetings
- Student level work scrutinies and interviews
- Curriculum and assessment sampling
- Data analysis and RAPs

SLT will seek to improve the quality of assessment, marking and feedback across the school.

