



## Holy Trinity Catholic School Marking and Feedback Policy

*“Teachers provide pupils with incisive feedback about what pupils can do to improve knowledge, understanding and skills... [Teachers ensure through marking that] pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback [and] use feedback effectively.” Ofsted 2015*

*“Very strong relationships between teachers and pupils mean that in lessons, teachers focus fully on pupils’ learning. Pupils are keen to learn, keen to do their best, and respond well to their lessons. High levels of respect mean that pupils are confident to question, challenge and argue their points constructively with their teachers.” Ofsted 2017*

We believe that a consistent approach to the marking of pupils’ work is crucial. Where pupils and their work is valued and when they have a clear understanding of how to improve, pupils will make progress. We believe that assessment and feedback should be personalised to the individual with the key purpose of supporting them to fulfil and then exceed their potential.

### Marking has two key purposes:

- Pupils act on feedback and make progress overtime.
- Formative marking informs teacher planning and student’s learning and acquisition of knowledge.

### Types of marking and feedback:

- *Assessment for Learning (AfL) (Formative)*  
When - Before or during the teaching and learning cycle  
Purpose - To inform planning, instructions, teaching points and help pupils improve.
- *Assessment of Learning (AoF) (Summative)*  
When - End of the teaching and learning cycle.  
Purpose - To inform teachers, pupils and parents the level of attainment.

### The policy aims to:

- Provide *clear guidelines on Holy Trinity School’s approach* to marking and feedback
- Establish a *coherent approach to how we provide feedback* to pupils
- Provide a system for *the regularity of marking* which is clear to pupils, staff, parents and other stakeholders
- Emphasise the importance of *effective feedback* in improving progress and how *pupils reflect, correct and improve their work*.
- Provide all pupils with clear guidance on *literacy marking with clear expectations of how to make progress in this area*.
- Address the need for marking to demonstrate *quality learning and that through formative feedback pupils are able to make progress*.
- Allow *Heads of Faculties to use the policy and strike a balance between a core and consistent approach for pupils and circumstances*.
- Communicate that *marking should be meaningful, manageable, and motivating*.

### Formative marking

*It is a dialogue between the teacher and pupil. Teacher marking should be something that pupils use to understand and try to improve; the aim of effective marking is to ensure pupils engage with the feedback and take action in order to improve their learning and make progress.*

- Faculties, depending on curriculum time and other elements such as rotations, should mark between one and two formative pieces per half term - (two for CORE of which one can be self-assessed with a reflection from the teacher) with this, pupils must complete a reflection task based on the formative target set. (DIRT)

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- Marking should consist of **progress** and **next steps** written out clearly so that pupils know how well they have done and what they must do now to make further progress.
- Pupils must be provided with an opportunity to reflect, correct, and improve on their work. DIRT (inc. GROW in Maths) should be used as and when appropriate to address feedback and language for learning errors. Teachers use DIRT and Language Check stickers to signpost these reflectionse- this is an expectation.
- Teacher feedback should be detailed. Teacher feedback should be provided using a **pink pen**. Teachers can ask pupils questions throughout their marking to aid pupils' reflection task (DIRT) when necessary.
- Pupil responses to teacher feedback and corrections should be completed using a **green pen**.
- Opportunities for self-assessment should be built into the learning journey cycles to aid pupils' mastery of skills and knowledge of success criteria (Warm, Hot Scorching) to aid learning and show understanding of how to make further progress. Teachers should encourage all pupils to use the self-assessment stickers to signpost this. This is an expectation.
- Teachers (or students through Self-Assessment) must review/remark/acknowledge any improvement task (DIRT) to evidence dialogue (and progress) between pupil and teacher. For example, if a pupil is asked to complete or recreate a piece of work (using the targets set by the teacher), the teacher must check that this has been done and make a suitable comment as acknowledgement with regards to the initial target set/progress made. Alternatively, this can be self-assessed using WWW/EBI and a clear reference to success criteria.
- Regular marking quality assurance should be factored in by the Head of Faculty to monitor regularity and quality of the marking and feedback as well as the dialogue between pupil and teacher.
- Success criteria for any learning task should be made clear to the pupils throughout all learning episodes. All forms of assessment of the work should refer to the success criteria so that the pupil knows how to improve. This should be communicated in a pupil friendly way. The use of success criteria is an expectation.
- Pupils need to master their knowledge and understanding of the success criteria (mark schemes) to be independently critical of their own outcomes and review, tweak and change their outcomes as per the criteria, self-assessing and reflecting on their own learning.

#### Summative assessment

*Summative marking is assessment of learning and often happens at the end of the learning cycle. This can be an end of unit assessment, an extended piece of work or a test. This is an opportunity for the teacher to provide the pupil with a summary of their progress and attainment and should consider the different cognitive and response domains for each assessment. A marking scheme and criteria should be available, with grade boundaries defined. These assessments will be directed by Heads of Faculty or the school's assessment calendar.*

- At KS3, pupils will receive a mark and an indication of whether the pupil is RI (requires improvement), WT (working towards) OT (on track) or EX (exceeding). *Heads of Faculties can insist this language is used for formative assessments also as a way to track progress overtime.*
- At KS4 (including Y9 from January onwards), pupils will receive a mark alongside the language from above and a GCSE grade (1 to 9).

Common assessments should be regularly set to assess pupils' learning; these should be mapped into department schemes of learning/ overviews. Marking schemes should be provided for these and these should be used carefully to ensure consistent marking across the department.

- Assessments should be moderated to ensure consistency of marking.
- To ensure accuracy of marking, a small number of common assessments should be marked first. Where there is consistency of approach the remaining assessments should be marked. If there are inconsistencies, these should be resolved before the remaining assessments are marked.
- Once summative assessments are marked they must be moderated. Usually moderating one lower, middle and higher ability pupil from each class will be adequate.
- There should be opportunities to carryout both internal and external moderation.
- Marked summative assessments should have comments regarding areas of strength and areas for development. There may or may not be a DIRT task connected to summative assessments. This is dependent on the need/intervention/direction from Heads of Faculties.

To evidence effective marking...

- **A pink pen** to identify teacher marking with the key words '**progress**' and '**next steps**'.
- **A green pen** to identify pupil self-assessment/reflection marking.
- **A DIRT sticker** to identify directed reflection time.
- **A self-assessment sticker (SA)** to identify pupils' self-assessment; an attempt to make changes and master knowledge and/or skills.
- **A Language Check sticker** to identify teacher/pupil feedback/reflection/target around language, vocabulary, literacy.