

# English Martyrs' Catholic School



## Marking and Feedback Policy

*English Martyrs, as a community centred in Christ,  
Strives to develop the talents of each person.  
"May they all be one"*

| Approved/reviewed by Governors: |                |
|---------------------------------|----------------|
| September 2024                  |                |
| Date of next review             | September 2025 |

### Key Principles:

1. To ensure for fair workload for staff
2. To work more efficiently
3. A set number of written feedback given based on hours taught per fortnight
4. Spelling should be corrected when books/folders are checked and in marked work
5. Use of Book Checks to check books/folders
6. Assessments should be calendared in, with workload considered for teaching staff across different years
7. Standard approach to feedback – WWW/EBI
8. Consistency across departments for tasks set for marking and the marking that is completed
9. To provide students with effective feedback to help improve their learning
10. To involve students and parents in their learning

### Written Feedback:

Written feedback needs to be provided to students in subjects, depending on the number of hours over the fortnight.

This is calculated by: **number of pieces of marked work = number of hours in the fortnight x 2**

|                     |                     |                     |                     |                      |
|---------------------|---------------------|---------------------|---------------------|----------------------|
| 1 hour = 2 pieces   | 2 hours = 4 pieces  | 3 hours = 6 pieces  | 4 hours = 8 pieces  | 5 hours = 10 pieces  |
| 6 hours = 12 pieces | 7 hours = 14 pieces | 8 hours = 16 pieces | 9 hours = 18 pieces | 10 hours = 20 pieces |

Note: This includes mock examinations for Years 10-13. This can also include homework tasks.

This work needs to be marked by the teacher and feedback needs to be written by the teacher. There should be opportunities for students to respond to feedback and time to go through the marked work using whole class feedback.

Marked work should include strengths using What Went Well (WWW) and areas of improvement using Even Better If (EBI) / target.

Spelling mistakes should be identified in marked work by putting "Sp" next to it. This should be selective, especially for weaker students, with a focus on subject specific key words. For weaker students, writing the correction is useful.

Marking should be returned to students within two weeks of the work being completed.

### **Book / Folder Checks:**

There will be 6 book/folder checks during an academic year. Book and folder checks will be on individual stickers, each will be in a different colour and placed at the point where the books have been checked. There will be a 3 week period where book checks will take place across the school and a deadline by which these should have been completed written on the sticker. Stickers will be given out for these times.

Book checks are designed to be done in lesson time, with students. This could be done whilst students are doing a task. This does not have to be done all in the same lesson and could be spread out. This should alleviate the need to take books home.

The book check will include space for a comment on next steps.

Spelling mistakes should also be identified when book checks are completed.

### **Calendar:**

Each department should have a calendar of scheduled marked pieces of work, for each year group. Heads of Departments should try, where possible, to spread out the marking across year groups.

### **Feedback Types:**

There are different types of feedback that can be used in addition to these marked pieces of work. Work and homework that is completed, should receive feedback.

Examples include:

- Verbal feedback
- Live marking in lessons
- Delayed marking, response by students and assessment of learning
- Peer marking and feedback
- Whole class feedback – the format below could be used to prompt feedback, or annotating a mark scheme following an assessment with key areas of weakness, common misconceptions and strengths



**Whole Class Feedback**  
Planning for Progress

|                          |
|--------------------------|
| <b>Class Information</b> |
|--------------------------|



|   |   |  |
|---|---|--|
| <div><div></div></div> <div><b>Next steps in learning</b></div> |   | <div><div></div></div> <div><b>Misconceptions / Errors</b></div> |
| <div><div></div></div> <div><b>Spelling errors</b></div>        | <div><div></div></div> <div><b>Support needed</b></div> | <div><div></div></div> <div><b>Good examples</b></div>           |