

Catch22 Independent Schools Policy

Marking and Feedback Policy

Catch22 Include Suffolk Primary School

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Daryl Bates
Queries to:	Daryl Bates
Date created:	November 2019
Date of last review:	April 2024
Date of next review:	April 2025
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Teaching Staff and Managers

Catch22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best **People** supporting them, a safe, stimulating and inclusive **Place** to learn and our **Purpose** is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ 1, 4, 6, 7, 19, ✓ 10
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓ 1, 3, 4, 7, 19
Things about you, built with you, are for you - Understand pupils' unique needs and help them overcome their barriers to learning - Engage pupils with a broad and rich curriculum so they can realise their ambitions - Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓ 1, 3, 4, 7, 6, 8, 11, 18, 19 ✓ 10 ✓ 10, 15, 16,
Unleash Greatness - Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. - Instil belief in pupils so they can progress and succeed in education, training and employment	✓ 1, 4, 6, 7, 20 ✓ 3, 10
Let robots be robots and humans be human - Ensure pupils have a rounded understanding of themselves and the world around them. - Harness curiosity and nurture a love of learning. - Support and protect our pupils to be safe and feel safe online and offline.	X ✓ 6, 10, 3, X
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	Article 29- (<i>goals of education</i>) <i>Education must develop every child's personality, talents and abilities to the full.</i>

1. What is the policy about?

This marking policy document gives clear guidance for staff on how to mark pupil work and give feedback to pupils. It aims to ensure consistent marking across the school so that pupils know what they are doing well, and what they need to do to improve. Adhering to this policy will inform teacher planning and enable pupils to be reflective learners, supporting them to make good progress.

2. Who does this policy apply to?

All Catch22 Education staff, governing bodies, commissioners, parents/carers, pupils, and inspectors.

3. Policy requirements

Rationale

Marking is central to the dialogue between teachers and pupils, enabling staff to have a clear understanding of pupil progress, and for pupils to have a clear understanding of how to improve and progress. Ensuring a consistent approach to marking will allow pupils to become reflective learners and to engage fully in the learning process.

Marking expectations and process

1. Learning objectives and differentiated outcomes must be given at the start of each lesson and be present in the exercise books/files of the pupils (see Appendix 1).
2. Marking should then reflect the learning objectives for that session.
3. Feedback should contain positive reinforcement, showing clearly what has been done well.
4. Feedback should also give guidance on how to improve this piece of work; or give ideas on what to include in the next piece of work.
5. Marking should be returned in a timely manner in order to remain focused and relevant.
6. Marking should be completed in a pink or purple pen and response from pupils should be recorded in green (Think Pink/Purple – Go Green). Peer assessment and feedback should be recorded in blue (Blues-Twos).
7. Once a week (or every 4/5 lessons), the deep marking proformas (see Appendix 2) will be used in literacy, maths and science, highlighting the successes and the next steps. This feedback should be shared with pupils in a timely manner and pupils should be given opportunities during lesson time to respond to feedback. This should be evidenced in working books.
8. Marking should be used to identify pupils who need further intervention and support to meet their learning objectives in a range of ways, both short, quick

- activities and longer periods of intervention according to need.
9. Marking will inform lesson planning.
 10. Time should be allocated in lesson to allow pupils to read and respond to feedback.
 11. During lessons, assessment of learning will occur through the use of plenaries to ensure pace and progress throughout the lesson. Other forms of assessment of learning will also be utilised to drive learning forward.
 12. In addition to marking for content and spelling punctuation and grammar, comments should be made on the presentation of work. Work should be neatly presented with learning objectives and outcomes in the books, along with title and date (underlined). Rulers should be used for straight lines.

Marking for literacy

13. Not all literacy errors should be corrected.
14. Subject specific spelling errors should be corrected (no more than three per page) and pupils should be directed to re-write these correctly as part of the 'next steps'.
15. Grammar errors can be corrected using the following codes:

Text Mark	Margin abbreviation	Meaning
O	Sp	Spelling error. Find the correct spelling and write it down.
O	P	Punctuation error. Check full stops / commas / apostrophes / question marks.
O	Caps	Incorrect use of capital letters. Check whether you have used a capital letter in the wrong place or you have missed a capital letter.
/	NS	New sentence needed.
//	NP	New paragraph needed.
	?	Expression is unclear or awkward; rephrasing is required; wrong word used.

16. Literacy targets can be set as required and used across subjects.
17. Codes are included in the objectives/outcomes template (appendix 1) which can be used to identify usual ways of working, reasonable adjustments and additional support.

Key to code:

I	Independent work
T	Teacher Assisted
TA	Teaching Assistant Assisted
WC	Whole Class Activity
G	Group Activity

Recording and reporting

18. Baseline data will be collected in the first two weeks of a pupil's placement and will be based on their work produced or engaged with in this time. This may include (not an exhaustive list) oral contribution, actual work produced, end of half-term assessment questions (summative assessments), and application of learning. This will then be recorded in Insight and a target grade set with an expectation of one small step per half term.
19. Insight will be updated regularly throughout the half term based on marking and assessment.
20. At the end of each half term, assessments will be entered onto SIMS. Assessment will be based on the coverage of the learning outcomes required for that year group (Insight input), evidenced on three separate occasions.

Roles and responsibilities

Teacher	TA	Pupil	AH/Learning leads	DH/ Headteachers SLT
Ensure work is regularly marked in line with the marking policy Ensure Insight is updated regularly throughout the half term To upload baseline and half termly data onto SIMS Engage in moderation activities with other staff	Ensure pupils read and respond to marking, offering support where necessary Focus in lesson support and questioning on the learning outcomes for the session	To read and respond to feedback from teachers	To monitor marking policy is implemented through book scrutiny To monitor teachers' planners and SIMS to ensure assessments are being recorded To observe lessons and ensure they are objective focused, with verbal guidance and feedback following this policy	To keep an overview of the standards of marking, feedback and planning To support in areas where practice is not compliant To ensure a moderation process is in place, and that work and marking is of an acceptable standard

Additional information

For assessment information and resources see [Assessment and Marking Tools](#)

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Statement of policy design

This policy has been written with educational research and best practice in mind; it also aims to reduce teacher workload. Key areas include

Reducing workload:

- Only deep marking one piece of work every 4 or 5 lessons
- Deep marking involves giving a piece of guidance on improvement so is a short response from teacher and pupil making marking manageable;
- Marking specifically for spelling, punctuation and grammar once every 4 or 5 lessons- stickers available to reduce workload.

Guidance for useful marking:

- Giving a clear targeted next step/target which pupils respond to is seen as best practice in improving outcomes and progress;
- Pupil led corrections are more beneficial than teachers correcting basic errors. This is reflected in our marking through stickers and stamps, where pupils identify and correct errors, or where pupil's share and respond to peer assessment
- Focused marking for purpose has been suggested as more beneficial for pupils; this is reflected by our targeted subject deep marking, and our marking for literacy focus.

Sources

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

<https://cambridge-community.org.uk/professional-development/gswafl/index.html>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811807/Inspecting_education_quality_workbook_scrutiny_report.pdf

Visible Learning: feedback. John Hattie (2018)

Hattie, J. and Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), pp.81-112.

Staff training regarding marking

Staff training on marking will:

- Highlight the impact of differing approaches to pupils progress, and what is meant by each (Based on Hattie's research);
- Provide examples of short, next steps marking;
- Highlight the importance of pupils responding to feedback and ways to make this manageable and useful;
- Highlight the importance of immediate verbal feedback, rather than at the end of a lesson and demonstrate how to use this effectively;
- Provide marking for literacy and numeracy training and support materials.
- Provide opportunities for teachers to participate in joint book scrutinies

Staff training materials are available on TEAMS > Include - Education >

Meeting Presentations

4. Definitions

N/A

5. Related policies

N/A

6. Appendices

Appendix 1: Learning objective and outcome sheet EXEMPLAR

Date:	I	T	TA	G	WC
Learning Objective:	Learning Outcomes:				

Appendix 2: Weekly (4/5 lessons) marking sheet EXEMPLAR

Lesson Objective: **LANGUAGE (IMAGERY)** Date: **19/9/18**

Things that you did well (What Went Well):

- ✓ Made direct reference to the exam question.
- ✓ Clear understanding of the P.E.E.L format.
- ✓ Good use of subject terminology.

Even Better If:

- You select multiple quotes (range).

Student Response/Evidence:

'Nature had come into her own again, little by little, in her stealthy insidious way had encroached upon the drive with long tenacious fingers'

C. Lawes 20.9.18

✓ Verbal feedback given.

Appendix 3: Weekly (4/5 lessons) marking sheet TEMPLATE

KS1 Learning Objective:	Date:
Things that you did well:	
✓	
✓	
✓	
Even better if:	
•	
Student Response/ Evidence:	

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Marking and Feedback Policy
EIA completed by:	Head of Teaching and Learning
Date of assessment:	February 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes