



Catch22 MAT Policy

Feedback Policy

The Spires Academy

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This policy will be reviewed annually.

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

Policy Owner:	Rachel Clews
Queries to:	Rachel Clews
Date created:	November 2019
Date of last review:	January 2022
Date of next review:	January 2023
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	All Teaching Staff and Managers

Catch 22 MAT and 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 Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	✓ 1, 3, 4, 7, 19

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • 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. 	<p>✓ 1, 3, 4, 7, 6, 8, 11, 18, 19</p> <p>✓ 10</p> <p>✓ 10, 15, 16,</p>
<p>Unleash Greatness</p> <ul style="list-style-type: none"> • 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 	<p>✓ 1, 4, 6, 7, 20</p> <p>✓ 3, 10</p>
<p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • 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. 	<p>X</p> <p>✓ 6, 10, 3,</p> <p>X</p>
<p>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.</p>	<p>Article 29- (<i>goals of education</i>) <i>Education must develop every child’s personality, talents and abilities to the full.</i></p>

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 academy 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. Once a week (every 4/5 lessons), the deep marking proformas (see Appendix 2) will be used, which clearly state a 'working at' grade as well as highlighting the successes and the next steps. This weekly grade should be recorded in the teacher planner/mark book to ensure clear tracking and early intervention at secondary level pupils. At primary level pupils, met objectives will be recorded on 'Insight Tracking'.
7. 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.
8. Marking will inform lesson planning.

9. In Secondary schools, each week (4/5 lessons) there should be marking for literacy using literacy stickers/stamps and for numeracy using numeracy stickers/stamps.
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). Writing should be in pen with drawing in pencil (exceptions at primary). Rulers should be used for straight lines.
13. A 'deep marked work', with the additional 'deep marking' of a piece of literacy work, should normally take place at least once each week (every 4/5 lessons).

Marking for literacy

14. Not all literacy errors should be corrected.
15. 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'.
16. In secondary schools, once a week (4/5 lessons) a literacy sticker should be used, with pupils responding to this.
17. 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.

18. Literacy targets can be set as required and used across subjects.
19. Codes below can be used to identify usual ways of working, reasonable adjustments and additional support.

1:1	1:1 Reader support
I	Independent work
ET or %	Extra time marked in pupils' books.
PR	Prompting marked in pupils' books when needed.
RB	Rest Breaks noted in books when needed in class Out of class rest breaks will be noted in a separate book.
Sc	Used to mark when a pupil is supported by a scribe

Recording and reporting

20. 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, 'exam-style' questions, and application of learning. This will then be recorded in SIMS and a target grade set with an expectation of a sub-level a term at secondary, and one small step per half term in primary.
21. Weekly (4/5 lessons) working grades will be recorded in the teacher planner/updated on Insight.
22. At the end of each half term, grades will be entered onto SIMS. Weekly records will form a part of this assessment, as will exam practices which have been completed. In primary schools assessment will be based on the coverage of the learning outcomes required for that year group, evidenced on three separate occasions.

Roles and responsibilities

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

Additional information

For assessment information-

Primary (England) see S:\Include Teaching & Learning\Assessment\primary assessment (internal only)

For Wales- see National Curriculum levels at

<http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en>

For KS3 see IDEAS guidelines available via S:\Include Teaching & Learning\Assessment\IDEAS KS3

At KS4, see exam board documentation such as <https://www.aqa.org.uk/> or <https://qualifications.pearson.com/en/home.html>

Literacy and numeracy strategies document

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:

- Time-consuming dictates of pen colours, highlighting systems and codings are not included;
- Only deep marking one piece of work every 4 or 5 lessons, other work not essential to mark;
- 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 literacy stickers, where pupils identify and correct errors, or where pupil's copy corrected spellings, and in primary errors are added to weekly spelling lists;
- 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 foci.

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/gswaf/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.

Staff training materials are available on TEAMS > Education > Training Materials.

4. Definitions

N/A

5. Related policies

N/A

6. Appendices

Appendix 1: Learning objective and outcome sheet EXEMPLAR

Grade	Lesson Objectives	Lesson Outcomes
1	Describe ways to separate mixtures using filtration, crystallisation, and distillation. Identify real world applications of these	Identify distillation process and materials it is used for. Describe process of filtration and crystallisation
3		Describe all 4 ways to separate mixtures Give examples of how they are used everyday
5		Describe and explain in detail the separation techniques and why particular equipment is used to support this Give everyday examples of these Draw diagrams to support explanation

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

KS4 Lesson Objective: LANGUAGE (IMAGERY) **Date:** 19/9/18

Level/ Grade 3	Target Level /Grade 4
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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

An alternative form:

<p>Medals: WWW</p> 	<p><u>YOU HAVE DEMONSTRATED YOU CAN:</u></p> <p>I can state what is in blood. I can describe what each component of blood does. I know the 3 types of blood vessels and how they are specialised. I can answer GCSE questions on blood and blood vessels.</p>
<p>Missions: EBI</p> 	<ul style="list-style-type: none"> • Highlight key words in your writing. • Copy spellings correctly off the IWB.
<p>Actions: Now I must:</p> 	<p>Look back through your book or ask a fellow pupil if they know, and.....</p> <p>Complete this GCSE question on blood vessels?</p>
<p>Spellings for this week:</p>	<p>Oesophagus Denatured Cardiovascular Pulmonary Capillary</p>

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
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Disability</p> <p>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?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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