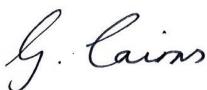


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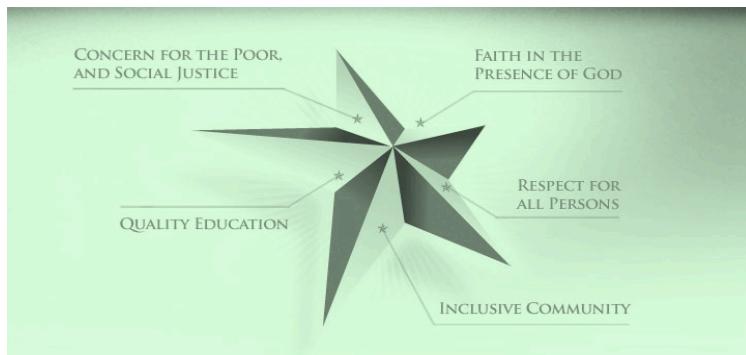
Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.



HS Feedback and Marking Policy

Policy Written:	October 2019
Policy Reviewed:	June 2025
Date of Next Review:	June, 2027
Revised By:	Catherine Ellis (HS Assistant Principal Teaching and Learning)
Signed By:	 Gary Cairns, Head of School

This policy is written in the spirit of putting into practice our Lasallian core values



1.0 Rationale :

To create a feedback policy that puts the relationship between students and teachers at the heart of it. To enable teachers to be professionals and to allow students to make progress.

The primary aim of feedback is to further children's learning. Research indicates that while effective feedback has a significant impact on learning, traditional marking is often inefficient and places an undue burden on teachers (EEF, 2021)

At **SJIS**, we prioritise approaches that encourage students to actively engage with feedback, think critically about their work, and take responsibility for their learning. To support this, teachers dedicate time in lessons for **reflection and improvement**. This ensures that feedback is timely, actionable, and meaningful.

Dylan William: "Feedback should be used to improve student learning rather than simply justify a teacher's marking."

Daniel Willingham: "Memory is the residue of thought," meaning that by thinking deeply about their work, students are more likely to retain and apply their learning.

2.0 Aim:

- To provide accurate, useful feedback to our students that makes a difference to their outcomes academically, personally, emotionally and socially.
- To allow students to access feedback that supports them in making progress.
- To allow the professionals to determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.

3.0 Expectations:

- All adults working with students across the school will provide feedback to students on their work.
- Class teachers have a responsibility to communicate the methods of feedback to their students and ensure that all students understand how they will be provided with feedback.
- Each department is free to determine with their teachers how they will provide feedback within the parameters of this policy (see Appendix 1).
- Students should be able to explain how they get feedback from their class teacher.
- There is no expectation that verbal feedback will be recorded.
- There is an expectation that feedback will have a direct impact on students' outcomes and that this can be demonstrated.
- There is an expectation that a student/class will always receive feedback (either self, peer or teacher) on any substantial* piece of work done within the classroom or as homework.
- Evidence of self and peer assessment. Teachers should monitor the quality of peer and self-assessments made by students and write a comment or sign to show that it has been monitored.
- There should be a fair balance of teacher feedback and student marking.

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- Teachers should keep their own record of marking to monitor the progress of their students.
- The marking code (Appendix 2) should be used when highlighting literacy errors in students' work. Errors should not be corrected for students, but time allowed for reflection. Literacy standards should be a focus of all departments when marking work.
- Teacher marking and feedback will be completed with a pink pen. Student responses and peer/self assessment will be completed in green pen.

(**'substantial'* should be interpreted as a task that is more than a paragraph in length or takes 15 minutes or more to complete)

4.0 Feedback is most effective when:

- it informs both the student and teacher of what has been achieved and what needs to happen next (WWW / EBI or a similar strategy should be used)
- the student has an opportunity to read / respond to the feedback (GROW lessons - Guided Review Of Work)
- where practical, it is carried out in the presence of the student
- effort is acknowledged alongside achievement
- it is related directly to the learning objective / success criteria
- it is given in a timely manner (within a two week window)
- it is personalised for the student

5.0 How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- Heads of Department will monitor through conversations with students and class teachers.
- students' work will form an important part of the monitoring process during lesson drop ins. However, this will be carried out alongside the students to allow them to provide vital input into the feedback process.

Who is the policy for?

- Students - to ensure that the feedback they are provided will enable them to make progress.
- Staff - to enable them to use their professional judgement in how best to provide feedback to their students.
- Leaders - to ensure that students' outcomes and teachers' workload are protected.
- Parents - to support them in understanding how feedback is provided to their children.

When will the policy be reviewed?

- Bi-annually

Appendix 1: Department Feedback and Marking Policies (see the '[T&L one-stop-shop' padlet](#))

[Appendix 2: HS marking code](#)

[Appendix 3: HS whole class feedback sheet](#)