St. Mary's Catholic Voluntary Academy

Feedback & Marking Policy

Our School Motto: **'God shines within our hearts.**
Jesus walks by our side.
The Holy Spirit gives us strength.'

Feedback Policy

The main aim of this policy is to support all staff to successfully and consistently support all pupils' next steps in learning, by the provision of useful feedback.

Feedback is completed to move the children on in their learning and to aid the teacher assessing the progress and attainment of the children. Quality feedback is good practice and should be informative and serve a purpose.

Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement, and it informs future planning. All feedback is adopted to meet the needs of all learners and the reduction of cognitive overload.

Key Principles

This policy recognises that the key principle which underlies effective feedback for pupils, is the need to celebrate the things which children can do well, and support with the development of aspects which require improvement.

- All work which a pupil produces should be valued.
- Feedback should be expressed in a way the pupil will clearly understand, in accordance with their age and ability.
- Feedback format should be manageable for staff in order to maintain a healthy work-life balance.

Purposes of our feedback policy

- To support all types of learners to recognise where they are being successful and where improvements can be made.
- To provide a regular form of tailored communication between the adult and pupil.
- To provide precise feedback on how a pupil's work matches with intended outcomes.
- To provide specific models/suggestions of improved ways of working.
- To provide opportunities for pupils to make improvements to their work both in the lesson and in subsequent lessons.
- To develop supported and independent skills of reflection and review, including peer feedback as appropriate.
- Any feedback, including marking, should make a difference to the pupil.

Feedback in practice

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching/ during task.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching – usually at the start of the next lesson in that subject.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving progress, especially for younger pupils.

The primary method of giving feedback at St Mary's will follow the procedure below:

1. Verbal feedback and support will be given to pupils during the lesson.
2. The teacher will review the work completed by pupils, noting in their MTP (Medium Term Plan):
   - Need of further support
   - Basic skills error/Common Misconceptions
   - Further Challenge/Notes for next session
3. Teachers will annotate the lesson composite to show if they child has achieved their learning objective.
   = Emerging – Pupil is still working towards achieving this objective
   = Expected – Pupil has achieved this objective to a standard in line with their age and expectation.
   = Exceeding – Pupil has achieved this objective and shown a greater/deeper understanding and application of this objective.
4. Key issues for children will be fed back to all children at the start of the next lesson* and an opportunity will be given to correct errors or to improve work. Children in KS1 and KS2 will edit their work in a red pen. Children who need more bespoke support will get this from classroom adults during this time.
5. The impact of this will be reviewed after this lesson as learning moves on.

No annotations or comments are **expected** in the child's book – these will be at the discretion of the teacher.

* [Feedback may be given at a time other than at the start of the next lesson – including during register time or bespoke sessions where appropriate – this is particularly encouraged in RE – where the use of 'heads, hearts and hands' will be used to encourage improvements of further thinking around specific aspects of (Understand, Discern and Respond)

Frequency of Feedback

Detailed feedback in English will be completed at the end of each unit of work. This will include identification of targets for all pupils, via teacher feedback. Weekly composite grids will be completed in line with the primary method detailed above.

Feedback in mathematics will provide regular confirmation of where children are achieving correct responses. Modelling of preferred strategies may be included as needed for individuals. Self-assessment in maths by giving children the correct answers at the end of a piece of work is encouraged.

Assessment and Feedback in Religious Education (RE) will be at least weekly. At the end of each branch, pupils complete knowledge retrieval and teachers identify a whole class target which is consistently revisited throughout the teaching.

Peer and self-assessment will be used to give children the opportunity to reflect on their own successes and areas to improve and to help to provide that feedback for others.

Feedback that is verbally completed with the child is encouraged – especially while the children are working so that they can make an immediate change/correct a misconception. There is no need for the verbal feedback to be written in full but some markings can be made to support the feedback.

Staff are actively encouraged to use ways of giving feedback that works for them and their class – aiding them to maintain a healthy work-life balance.

Feedback & assessment

All feedback should contribute to formative assessment and should feed directly into the short term planning in order to respond to current needs. It is assumed that work without a code has been completed without assistance. This will be considered when assessing and moderating work.

Foundation Stage

In Foundation Stage the main form of feedback for children will be in the form of verbal interactions. Adults will seek to build children's confidence and understanding by responding to the significant things which children do or say. Verbal feedback can serve to highlight the positive aspects of children's contributions and to suggest other ideas and ways forward.

Key Stage 1

Children in key Stage 1 will be supported to improve their own work and correct their mistakes by class adults in small groups. As much feedback as possible should be verbal.

In Class 2 (Year 1 and 2), children will be introduced to self-assessment and self-editing.

Key Stage 2

From Y3, children (apart from new joiners) will have developed a secure understanding of the importance of using verbal and written feedback in order to confirm what they are good at and what requires improvement. It will be vital to continue to reinforce the message with children that work should show evidence of improvement as a result of verbal feedback, marking and self-reflection. Progress and improvements should be particularly celebrated and rewarded.

Peer/ self-assessment should be used regularly to support the learning and understanding of what is required.

KS2 Self and peer feedback

In Key Stage 2 children will be expected to conduct regular self-checking and review against specific criteria. Peer feedback will take the form of:

- Structured responses to another pupil's work to look for evidence of specific aspects (avoiding generalized and superficial comments)
- A bank of comments may be introduced for use by children e.g. This work shows good examples of…….
- As part of mini and final plenaries children will share an example of a classmates work and be directed to look for examples of features in the learning objective. A comment for improvement may also be requested.

Marking Codes

The agreed annotations for marking should consist of a small annotation in the margin of the line where an error has occurred. SP – Spelling error

P – Punctuation error

G – Grammar error

Highlighted margin – Error (where children have to establish if the error is with spelling, punctuation or grammar independently)

Children are encouraged to seek out the error on that line independently and edit with their red pen.

Marking Colours

Colour of pen is predetermined so that it is clear who has marked each piece of work.

Red Pen – Pupils self-editing
Pink Pen – Teachers
Green Pen – Teaching Assistants/Support Staff
Purple Pen – Supply/Student Teachers