



Roman Catholic Diocese of Hexham and
Newcastle

St Mary's RC Primary School: Feedback & Marking Policy



Excellence, inspired by Gospel values

Headteacher: Mr David Miller

Chair of Governors: Mrs Michelle Harris

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Feedback and Marking Policy

At St Mary's RC Primary School, it is important that children are provided with constructive feedback, focussing on success and the improvements needed to develop the learning of each individual child in our school. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next to improve their work.

Furthermore, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

The evidence of best practice from the Education Endowment Foundation and other expert organisations underpins our policy. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at St Mary's has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;

- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written comments)

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 further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At St Mary's, these practices can be seen in the following practices:

Type:	What it looks like:	Evidence (for observers):
Immediate (LIVE)	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups; indicated via pink pen indent in pupil work. • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Some evidence of annotations or use of marking code/highlighting.

	<ul style="list-style-type: none"> • May re-direct the focus of teaching or the task. • May include highlighting/annotations according to the marking code. 	
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take form of self- or peer-assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Timetabled pre- and post-teaching based on assessment. • Some evidence of self- and peer-assessment. • May be reflected in selected focus review feedback (marking).
Review	<p>Takes place away from the point of teaching.</p> <p>May involve written comments/annotations for pupils to read / respond to.</p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</p> <p>May lead to targets being set for pupils' future attention, or immediate action.</p>	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. Adaptations to teaching sequences tasks when compared to planning. • Use of annotations to indicate future groupings.

Marking approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. **As St Mary's is mindful of workload implications, this policy agrees that two pieces of work per week will be 'quality marked' in depth with the remaining 3 pieces will not be marked formally but still including 'Live Marking'.**

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (*see end of policy for marking code & symbols*). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered, which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child

has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Target setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

In English, formal targets are drawn from the schools Assessment Without Levels Assessment Grids; these indicate key features of writing the children need to apply to their writing to achieve the next assessment point. Target cards are laminated and used as a book bark so that they can be transferred, and used widely across the wider curriculum.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

Children's self-assessment

We value the feelings and thoughts of the children in relation to their learning experiences. At the end of each lesson, the children are expected to RAG their work according to how confident, and how secure they are, in relation to the learning objective. A small square, either red (insecure), amber (partial success), green (success) is to be added directly underneath the completed work.

Teaching Assistant cover

When covering a class, an HLTA is expected to mark the work produced by the pupils with a comment, in line with our agreed marking strategies and codes. However, it is the responsibility of the teacher to ensure they personally meet the requirements for work which is quality marked; this should not be the responsibility of the HLTA. Likewise all TAs should provide immediate feedback to children which is useful, and should be encouraged to use post-it notes to record observations on any child's particular progress or areas for development to help inform teacher marking.

Strategies

The following strategies can be used to mark, assess and provide feedback.

- Verbal feedback: it is important for all children to have verbal feedback from a member of staff as often as possible. This dialogue should focus upon successes, areas for development and set targets for future learning. Such feedback is indicated in the pupil work book with a **think pink** indent and one word/ short comment for the child (ren) to refer to when continuing with their work. We refer to this process as Live Marking.
- Margin Marking: Attention is drawn to key errors in basic skills (spelling, punctuation and grammar) via codes in the margin. From Year 2 onwards children are expected to edit and improve these errors. In years 5 and 6, for appropriate children, the codes are replaced with an asterisk with the intention of the children self-identifying and correcting an error on the highlighted line. Children improve all work in a **green** pen indicating **growth** in their editing skills.
- Success Criteria checklists: These can be used in all subjects. Checklists should be differentiated and where appropriate, throughout the learning block, be created with the children as a final assessment tool.
- Peer Marking: From KS2 children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and peer mark work. Children should be trained to do this and ground rules set and displayed. All peer marking is indicated via a purple pen.
- Summative marking/ feedback: This is associated with a summary view of what a child knows and is able to do.
- Formative marking/ feedback: Not all pieces can be quality marked and teachers need to decide whether work will be simply acknowledged or given detailed attention. Acknowledgements should always relate to the learning objective and not consist solely of a 'Well Done'. **Agreed policy is that 2 pieces of work will be 'quality marked' in depth per week - the remaining 3 pieces will not be marked formally but will still include 'Live Marking'.**

Providing **personalised 'quality' feedback comments** directly impacts on a child's final summative judgement. These should be used frequently in **all subject areas** to extend learning and must be differentiated appropriately. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Staff should mark using a red pen and green highlighter to indicate success (**green for growth**) and a red pen and pink highlighter (**think pink**) to identify areas for development/ misconceptions. Such identified areas are re-visited at the earliest possible opportunity via 'Green for Growth' marking; green pen comments will challenge the child to 'close the gap' between what they have achieved and what they could have achieved. Useful 'Closing the Gap' comments are:

- **A reminder prompt**, e.g. 'What else could you say here?'
- **A Scaffolded prompt**, e.g. 'What was the dog's tail doing?', 'The dog was angry so he...'
- **An example prompt**, e.g. 'Choose one of these or create your own...'



Time is then given for the child to respond to the written prompt, enabling them to 'close the gap' and improve their work further.

Marking Codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

English:

At St Mary's we aim to put in place approaches to marking that go beyond the vague ticking of writing and leaving such comments as 'fantastic story'. This may be well meant but does little, if anything, to move learning forward or to pinpoint what was 'fantastic' about it. We aim to be clear, specific and teach by illustration - showing children what they have achieved and supporting them to improve further. The specific codes used are listed below.

Code	Meaning
	Green is for growth: key elements of the pupil's work is highlighted which demonstrates an understanding of the success criteria relating to the lesson. Green highlighting is also used to reference achievement in relation to the Assessment Without Level Assessment Grids.
	Think Pink: pink highlighting indicates where a pupil needs to rethink about their work and try to self-edit and improve.
VF	Verbal feedback given to the individual
GF	Verbal feedback given to the group
S	Supported by an adult (It is assumed that, unless an 'S' code is clearly displayed, all pupil's work is independent).
Sp	Spelling mistake
P	Punctuation error
G	Grammatical error
^	Missing word
WWW	Peer marking: what went well
CBI	Peer marking: could be better if

Mathematics:

It is expected that teachers provide written scaffolded examples of correct calculation methods to support children with their learning; this can be extended to giving the child a further example to complete independently thus allowing for 'Green for Growth'.

Monitoring and Reviewing

The Feedback and Marking Policy will be reviewed on a biennial basis.

This policy was reviewed by Governors on: Thursday 13th December 2018

Signed:

Name: (Headteacher) Date:

Name: (Chair of Governors) Date:

Appendix 1:

Maths Marking Examples

Questions where only an answer is required

1. 656 If there are just answers only from a range of fluency
2. 745 questions simply highlight the answer according to
3. 654 whether it is correct or incorrect.
4. 731
5. 745
6. 312

Partially Correct answers

418
x46
2508
16720
18228

Incorrect addition.
Where in this equation have you made a mistake?
Encourage the child to complete again via a scaffolded example

42 r2
17|714
- 680 (40 × 17)
36 (error)
- 34 (2 × 17)
2

Look at your subtraction. What is wrong here? Try this calculation again

17 714

43 (error)
17|714
- 680 (40 × 17)
34
- 34 (2 × 17)
0

Careful with your addition.
Does 40 + 2 = 43
What is the correct answer?