

Policy on Feedback and Marking

Aims

- To recognise, encourage and reward children's efforts and achievement and celebrate success
- To identify pupils who need additional support/more challenging work
- To reflect current educational policy on effective feedback

Principles of our Feedback at St Joseph's

- Feedback's sole purpose is to advance pupil progress and outcomes
- Feedback should be positive, clear and appropriate in its purpose
- Feedback, be it verbal or written, should be meaningful, manageable and motivating
- 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 a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

Guidelines

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 these three common stages in the learning process:

- Immediate feedback – at the point of teaching e.g. verbally one to one, use of visualiser, mini plenaries, group work feedback, whole class feedback
- Summary feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self)
- Review feedback – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel 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. We place considerable emphasis on the provision of immediate feedback.

Adults will use their professional judgement when providing written feedback in books to ensure it is manageable and in line with current DfE guidance on reducing teacher workload. Written marking practice needs to be proportionate and time effective in relation to the overall workload of teachers. There will be no expectation of the amount of written feedback in books from Senior Leaders or outside agencies.

Classroom Practice

Start of lesson:

Pupils should be made aware of the learning intentions of the task/lessons and the success criteria against which their work will be assessed

Within the lesson:

Adults will provide live marking, be it verbal or written, with the child or groups of children.

Peer assessment and marking:

Pupils undertake feedback and discussion of each other's work.

Self-assessment and marking:

Pupils to give their own self-evaluation using the traffic light system or 'Y (Yes)/ M (Mostly) / H (Help)' symbol.

Time for reflection and action:

Pupils to have time to review feedback and respond as part of the continuous learning process when appropriate.

Following the lesson:

Adults will acknowledge the pupil's self-assessment traffic light or Y/M/H symbol with a tick and provide feedback as necessary.

Teachers will use the feedback and assessment from the lesson to plan the next stages of learning for the pupils.

Monitoring and Evaluation

The quality of feedback will be monitored by the Senior Leadership Team as part of their monitoring on the quality of teaching and learning, and by subject co-ordinators as part of our annual work sampling.

The performance indicators will be:

- a) an improvement in children's attainment and progress;
- b) an awareness on the part of the pupils of what is expected of them and how they can improve their learning;
- c) consistency in teachers' application of the policy.

Appendix - Feedback and Marking in Practice

Reception and Key Stage 1

Staff will mark in pink ('tickled pink') to promote/highlight areas of success within a pupil's work and in green ('green for growth') to promote/highlight areas for development and response marking.

Pupils in KS1 will self-assess with the 'Y/M/H' symbol. Pupil self-assessment and peer assessment will be recorded in purple ('purple polishing pen').

Key Stage 2


Staff will mark in a green pen for response marking. Staff will highlight what went well (WWW) and even better if (EBI) when marking in detail.

Pupils will self-assess with a traffic light colour of Green/Amber /Red symbol. Staff will acknowledge this with a tick if they agree with the pupil's assessment. If the staff member disagrees with the assessment, this will be addressed either with feedback or reflected in the next teaching sequence for that pupil.

Self-editing, peer marking and pupil responses to AfL will be marked in a red.

Written Codes:

| Assessment Codes | | Type of work | |
|------------------------|-------------------------|--------------|--|
| Y / Green light | Yes I have got it! | I | Independent work |
| M / Amber light | I have mostly got it! | T | Worked with Teacher / Teacher Directed |
| H / Red light | I need more help! | TA | Worked with Teaching Assistant / TA Directed |
| AfL | Assessment for Learning | A | Worked with an Adult |
| WWW | What went well... | S | Supply Teacher lesson |
| EBI | Even better if... | G | Group Work |

| Marking Codes | | | |
|---------------|-----------------|---|-------------------------------|
| V | Verbal feedback | S/O | Sounding Out (using phonemes) |
| CL | Capital Letter | Sp | Spelling |
| FS | Full Stop | Gr | Grammar |
| P | Punctuation |  | Finger Space |
| // | Paragraph | HP | House Point |

NB: Staff will provide feedback against the progress made against the learning intention and not highlight every possible mistake in a piece of work.