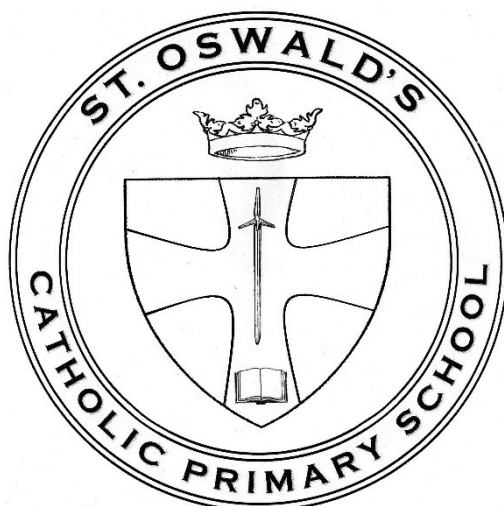


St. Oswald's Catholic Primary School



Feedback and Marking Policy

Approved by:	Approval date	Renewal date

St. Oswald's Catholic Primary School.
Feedback and marking Policy

This Feedback Policy is set within the context of the whole school aims and mission statement:

*Together with Jesus,
We will Learn and Grow in Faith*

Rationale:

In line with our mission statement, feedback to children plays a central role in teachers' work and is important to children to help them know what they have done well and how to improve and to help teachers assess and identify pupil misunderstanding which informs future planning.

The sole focus of feedback should be to further children's learning and is not to provide evidence for external validation. The progress of children will demonstrate the effectiveness of feedback given to them.

St Oswald's believes that well planned, regular and sensitive feedback on children's progress, can greatly enhance children's motivation, increase self-esteem and promote learning.

This policy is underpinned by research surrounding effective feedback and the workload implications of written marking. 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have explored alternatives to 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.

Feedback and marking are part of the whole school assessment and should be understood in conjunction with our Assessment Policies.

We aim to:

- Ensure consistency of feedback in all classes and groups
- Provide feedback for every pupil in all subjects before the next lesson
- Enhance children's motivation, increase self-esteem and promote learning
- Ensure assessment relates to the Learning Objective set at the beginning of the lesson and the basic skills
- Enable children to recognise their achievement as well as areas for development
- Provide dialogue between teacher and child/ children.
- Provide a clear picture of the child's progress
- Raise standards
- Be manageable for teachers
- Ensure all stakeholders understand our feedback and marking policy

- Enhance and inform our future planning
- Provide an overview of the standard of attainment and progress throughout the school

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning

How this is achieved:

- The learning objective is shared at the point where is best for the children
- Success criteria will be developed with the children. This can be done in a number of ways such as:
 - Creating success criteria after appropriate modelling from the teacher (for a new topic)
 - Through seeing an end product and identifying success
 - Children articulating to peers and teachers their understanding of the task and how it links with the learning objective.

Guidance on feedback:

Before providing feedback, teachers should provide high quality instruction. 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 occurs at one of three common stages in the learning process:

1. Immediate feedback – during the lesson.
2. Summary feedback – at the end of a lesson.
3. Review feedback – away from the point of teaching,

Feedback delivered closest to the point of learning (for either misconceptions or additional challenge) is most effective, so whenever possible staff should aim to give immediate feedback (noted as supportive modelling / live-marking within books and verbal feedback within the lesson), so that pupils can act upon advice immediately.

At St. Oswald's the following practices can be seen:

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • Includes staff gathering and giving feedback from teaching, including questioning, pair-share tasks, low stake quizzes, retrieval practice, guided practice, mini-whiteboards, book work, etc. • Takes place in lessons with individuals, small groups or at times, with the whole class. • Often given verbally to pupils for immediate action. • May include highlighting/annotations according to the marking code during the lesson. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes.

	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson – and can inform future lessons and keep-up interventions. • May be timetabled pre- and post-teaching based on assessment • May take the form of self- or peer- marking/ assessment at the end of a lesson, against an agreed set of criteria. • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • Highlighting/Annotations according to marking codes for pupils to identify strengths and areas to develop • Provides staff with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • Use to inform a recap at the start of the following lesson, or as a keep-up intervention • May lead to targets being set for pupils’ future attention, or immediate action. • Could be a teacher written model.

Marking:

School policy is that every piece of children’s work in books, at all ages and for all subjects, will have feedback at some level. This may include verbal feedback, highlighting or feedback code (using marking code below), peer marking or self-marking. Stickers and stamps may be used. ‘Live marking’ as much as possible is the best practice, however all feedback in books must be completed as soon as possible after completion, within the same week and definitely before the next lesson. Feedback must be age appropriate.

PPA teachers, supply teachers, teaching assistants, cover supervisors and student teachers must give feedback (following this policy) on any work that they complete with children. Initials must be recorded on the top left corner of anyone who is not the class teacher. Any assessment must be fed back to the teacher. All teachers should ensure that supply staff and student teachers are made aware of this policy. Teachers should always monitor the quality and accuracy of marking completed by student and supply teachers.

Teachers and learning support staff will use coloured highlighting when marking a child’s piece of work. **Orange as a ‘positive glow’ and Pink ‘to think’.**

Early Years Foundation Stage

Where appropriate, EYFS follow the procedures set out in this policy. Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff observe children as they act and interact in their play, their everyday activities and the planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in Development Matters. Next steps are made explicit in weekly planning and made evident to the child through modelling, individual or group activities and interactions. In Early Years all the children’s efforts and achievements are celebrated through verbal praise and rewards and recorded on class dojos. Live marking takes place as much as possible in the Foundation Stage.

KS1 and KS2

Class teachers will:

- Live marking will take place at the child's desk, not the teacher's desk - this is a valued part of our daily practice i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning. As the feedback is in the context of the lesson, there is an expectation that the pupil will respond to the feedback immediately.
- Marking code to be followed. (appendix 1) Written responses are made at the teacher's discretion in green pen. Written responses may be used to support or challenge certain individuals but must be age-appropriate.
- At the beginning of each lesson, teachers should share the learning objectives (WALT) with the children. Learning objective (WALT) should be evident in older children's work; these should be simple and short. Professional judgement to be used for younger children or SEND children – these may need to be labels with the objectives of the lesson printed on and stuck in the children's books before the lesson, or staff may write these in for the child. Feedback on work should be given around the specific objective taught and the basic skills when appropriate.
- Highlight in orange any examples of good work and work that meets the learning objective, with a particular focus on the use of vocabulary for that lesson/topic.
- Highlight in pink where the child needs to review the mistake they have made or an area they need to develop further, linked to the learning objective.
- When the correct method or exemplification is required, then this is explained best with the child present. This shows that quality feedback has demonstrated a dialogue with the learner who is actively involved in the process.
- Teachers should use their professional judgement on moving a child forward in their learning; this should be shared with the child. Next steps do not have to be written comments, they can be 'pink to think' highlighter backed up with verbal comments or re-teaching at the earliest possible opportunity. Daily 'Keep-up' interventions will be used where possible to revisit Maths and English objectives. In other subjects, (and Maths and English where appropriate) concepts not fully understood should be built into the next lesson to support children who have not met the objective.
- In KS1 &KS2 when a member of staff has assessed that the child has fully achieved the LO of the lesson the WALT should be highlighted in orange. An orange dot next to the letters WALT indicates that they are on their way to achieving the objective. If a child has had support to achieve the objective, highlight or dot and indicate this with an S next to the WALT. If a child has not achieved the WALT, then it is not highlighted.
- Peer marking and self-marking may be used at times to offer immediate feedback to the children and the teacher in order to move learning on, or when going over a misconception that may have been observed by the teacher. This should be done in purple. Children will be trained on how to effectively evaluate against criteria; this must be monitored and overseen by the teacher.
- When individual children have either more or less understanding, this should be noted in planning and next lessons should be adapted to reflect the assessment.

Additional Information:

- The written date should be on the first line (not the open top line) and the WALT underneath. Both should be on the left-hand side of the page and underlined in pencil eg Tuesday 17th October 2024
- For Mathematics use the short date e.g. 17.10.24
- Teachers should use their professional judgement and knowledge of the child when correcting spellings. A maximum of three incorrect subject specific spellings, spellings linked to their weekly spelling rule or spellings in their age-appropriate statutory spelling list should be highlighted. Children should self-correct these. Children should be encouraged to find out new spellings for themselves using dictionaries.
- For younger children who find the formation of letters or numbers difficult, there should be modelling to show children how to form them correctly. Teachers should always model in books and on the whiteboard in line with the school Handwriting Policy.
- Letter and number reversals appropriate to age and development should always be modelled.
- In Maths books – 1 digit per square.
- All work should be presented in an acceptable and corporate standard at an age appropriate level. Handwriting should be in line with school policy.
- No margin should be used in maths books.
- Worksheets and Pic collages to be kept to a minimum. Where age-appropriate, children should record an explanation of the task and what they have learnt underneath the Pic Collage/photo. Children should receive feedback on their part in a lesson recorded by a Pic Collage, as in any other lesson.
- Pens are only to be used from Year 4 when teachers have assessed the child's ability to write competently and well. These blue pens will be provided by the school. Children should only revert back to using a pencil if absolutely necessary. When transitioning to a new year group, children should continue to use pen if they have done so in the previous year. Pencil is always used in Mathematics books.
- All drawings and diagrams to be in pencil
- Purple pencils and purple pens (from Y4) will be used by children for self and peer marking and assessment
- One single line with a ruler is used to cross out mistakes.
- Teacher's assessment will reflect achievements of children; these should correspond with work in books
- It should be clear from the child's work that progress is being made on areas that have been highlighted in pink; school feels that this is the best way to show that a child has responded to feedback and moved forward in their learning.

Monitoring, Evaluation and Review

Work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure feedback is of a consistently high quality throughout the school and is having an effect on children's learning and attainment.

All children should be able to answer the following two questions:

1. What are you doing well in this subject/lesson? How do you know?
2. What do you need to do to improve your work in this subject/lesson? How do you know?

If pupils can answer these questions accurately, using age appropriate subject-specific detail, the school is confident that they are receiving effective feedback.

Policy to be reviewed Summer Term 2025




S. McBrien June 2024

Appendix 1

Marking code

Teacher marking pen colour – green

Children marking pen colour- purple

<u>Annotation</u>	<u>Meaning</u>	
	GOLDEN GLOW (orange marker) – This is to indicate a correct answer or positive part of the child’s work against the LO.	
	PINK TO THINK (pink marker) – This is used to indicate that the answer is incorrect or more information is needed. Children need to think about this part of their work. Pink will be used to indicate areas for development and targets	
Purple pen/pencil	Peer assessed/marked	Self-assessed/marked
	Working towards the LO (recorded by the WALT)	
S	Support given	

Achievement and effort are recognised and celebrated in a variety of ways:

- Staff may use stickers, stamps, dojos
- Special certificates linked to star of the week
- Head Teacher certificates
- Excellent effort or work could be sent to the Year Head, Phase Lead, HT, DHT, AHT for recognition