



Feedback and Marking Policy

St Richard Reynolds Catholic Primary School

Policy: Feedback and Marking Policy

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Aims:

Our aim is to promote independent learners who are able to monitor and reflect upon their own learning. We will prioritise time for reflection and model strategies for pupils to evaluate their own learning.

At SRRCC feedback and marking is integral to a student achieving success and is vital in an ongoing cycle of communication between student and teacher. Research shows that effective feedback can add up to 8 months of progress (EEF, 2018) but we acknowledge that this has to be balanced against teacher workload and the ability to deliver lessons with impact. We recognise that the most effective type of feedback is prompt, timely and relevant to the student and should be driven by professional judgement to be “meaningful, manageable and motivating”. (A marked improvement? A review of the evidence on written marking, 2016).

Timely feedback and marking for a pupil learning is integral to their achieving success and, as such, is an important part of our curriculum provision at SRRCC. Feedback can take on many forms and our staff will build these varied assessment and feedback strategies into their planning where appropriate. While summative assessment is needed at regular intervals to check pupil progress, formative assessment *as they are learning* is equally important to show the progress that each pupil is making over time.

We believe that it is not the quantity of feedback that is the mark of ‘good feedback’; it is the quality of it, and crucially the timely impact it has, that is of most value. Targeted verbal feedback in lessons will form a key part of our lesson delivery so that pupils receive feedback partway through activities in order to give them time to address any areas for development before they complete the task. This means that, not every piece of written work a pupil undertakes at SRRCC will be formally assessed by their teacher or detailed written feedback be given. However, each piece of work will be reviewed by a teacher or TA and marked appropriately. Our staff will focus in detail on specific pieces of work though and these will be closely assessed and detailed feedback given on them.

The purpose of marking and feedback is:

- To enable each pupil to fulfil their potential across the curriculum
- To show that we value pupils’ work and encourage them to do the same
- To support and help pupils to learn by identifying areas for development
- To support and help pupils to learn by providing clear feedback
- To inform the teacher’s planning of future lessons

- For pupils to be made aware of the success criteria within each of their subjects and how they can meet the criteria
- To give encouragement and boost self-esteem and aspirations
- To give guidance on future learning
- To inform progress updates given to parents/carers

We will achieve this by:

- Ensuring that pupils are aware of their next steps or targets
- Ensuring that pupils receive verbal and written feedback, commenting on areas of strength and development
- Making time in lessons for regular verbal feedback
- Sharing the success criteria with pupils for the tasks they undertake
- Employing a wide range of AfL techniques, including self and peer assessment where appropriate
- Planning for Dedicated Improvement and Reflection Time (D.I.R.T) in lessons to enable pupils to respond to written or verbal feedback
- Communicating necessary feedback with parents/carers
- Carrying out a work scrutiny of an appropriately sized sample on a termly basis - led by the leadership team. This scrutiny is supportive and is primarily about sharing good practice

Procedures for marking and feedback:

All pieces of work will be acknowledged and marked by a teacher or TA, but the type or detail of the feedback will depend on the task; the purpose of the feedback; the age of the child; and individual needs. The following guidelines are used to encourage consistency in the quality of marking and feedback.

EYFS:

- Regular verbal feedback will be given to children and verbal next steps given to move children's learning on
- Annotations of the child's learning, their next learning steps or their comments about their learning will be included, where appropriate on work

Key Stage 1 and Key Stage 2:

- Marking and feedback refers to the learning objective of the lesson and where children have self-assessed makes reference to this
- Our school marking symbols are used to edit and highlight errors in a child's work. These are displayed in every classroom (see appendix 1 for symbols in Mathematics and English)
- Feedback, where appropriate, will include next steps to further children's learning
- Marking and feedback is completed in green pen
- Purple pen is used to show the next steps for children and may involve a task for them to complete (purple for progress)
- Children are given time to respond to feedback when appropriate
- Time will be made in lessons for regular feedback: self, peer, teacher and next day intervention if necessary
- In Key Stage 2 sub-standard work will be returned to be completed again
- In Mathematics, as part of their weekly feedback children complete a Maths Head (see appendix 2) with a reasoning task to further challenge their learning.
- In English, pupils' work will either be deep marked or light marked

Deep Marking:

each independent writing task will be deep marked

work will be highlighted green for growth and pink for think. Indicating to the pupils what went well and even better if.

Written feedback will be provided.

Light Marking:

when work is light marked verbal discussions and active feedback will be given all work will be acknowledged with a positive stamper, house point or tick whole class feedback and misconceptions will be addressed at the beginning of the next lesson

- In Religious Education Pupils' work will be either deep marked or light marked

Deep Marking:

- one piece of work each week will be deep marked
- work will be highlighted green for growth and pink for think. Indicating to the pupils what went well and even better if
- feedback will be provided on the use and spelling of key religious vocabulary
- written feedback will be provided.

Light Marking:

- when work is light marked verbal discussions and active feedback will be given
- all work will be acknowledged with a positive stamper, house point or tick
- whole class feedback and misconceptions will be addressed at the beginning of the next lesson
- feedback will be provided on the use and spelling of religious key words

General:

- Praise and encouragement is used to boost self-esteem and aspirations
- Stickers and stampers will be used on children's work where appropriate
- House points are awarded where appropriate, e.g. for effort, attainment or presentation and are indicated by using the abbreviation 'HP'
- Supply teachers write 'supply' and initial all work which they teach and mark

How feedback will operate from a student's perspective:

How will I receive feedback on my work at St Richard Reynolds?



Appendix 1:



Key Stage 1 English Marking Codes

Long date: Monday 5th September 2022

Learning Objective: I can ...

Marking Codes

AS – Adult Support

C . ? ! - Punctuation

VF – Verbal Feedback

G - Grammar

SP - Spelling

✓ ✓ – Specifically highlight an

achievement, effort or met

success criteria

HP - House Point

Green for Growth – An area achieved against the success criteria

Pink for think – An area to improve or next step in learning

Purple Pen – Respond to pink highlighted area and improve

Key Stage 2 English Marking Codes

Long date: <u>Monday 5th September 2022</u>	
Learning Objective: <u>I can ...</u>	
Marking Codes	
P - Punctuation	AS – Adult Support
	VF – Verbal Feedback
SP - Spelling	
G - Grammar	
	✓✓ – Specifically highlight an achievement, effort or met success criteria
	HP - House Point
Green for Growth – An area achieved against the success criteria	
Pink for think – An area to improve or next step in learning	
Purple Pen – Respond to pink highlighted area and improve	

Maths Marking Codes KS1 and KS2

★ = Correction

AS = Adult Support

VF = Verbal Feedback

Maths heads

