

ST. AUGUSTINE'S CATHOLIC PRIMARY AND NURSERY SCHOOL



EFFECTIVE MARKING AND FEEDBACK POLICY 2024

Rationale

| | Where the learner is going | Where the learner is | How to get there |
|---------|---|---|--|
| Teacher | Clarifying, sharing and understanding learning intentions | Engineering effective discussions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as learning resources for one another | |
| Learner | | Activating students as owners of their own learning | |

Dylan Wiliam

‘Feedback is one of the most powerful influences on learning and achievement.’
(Hattie and Timperley 2007)

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance.’
(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’ (Report of the Independent Teacher Workload Review Group)

Background

At St Augustine’s Primary we believe **effective feedback** given to pupils through verbal feedback and live marking and reviewing work, will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes and success criteria: enabling pupils to become reflective learners, and helping them achieve excellence in terms of learning success, and individual potential.

Aim of the Policy:

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking, to maximize pupil progress. Effective feedback and marking is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback and marking aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning and contribute to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Effective Feedback

Well-constructed feedback tasks prompt effective response from pupils to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward and be aware of how they are improving. For example the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking or mastery.
- Address/ explore misconceptions
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

When selecting /constructing feedback teachers need to consider:

1. Does the feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning outcomes and newly acquired knowledge.
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step / improvement in learning?

Marking Procedures

- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Live marking is the most effective way to provide feedback and move learning forward. **Live Marking** defined as 'marking over their shoulder, identifying/responding to misconceptions at that point' and **Verbal Feedback** 'immediate, verbal response to child's learning/effort/work'.
- Marking is to be done in a clear legible handwriting using the schools handwriting policy.
- All marking is to be carried out in **green pen**.
- The marking code is to be followed in all cases (See Appendix 1).
- The marking code should be accessible to all pupils in the learning environment and displayed in every classroom/learning area.
- All pupils' work is to be at least *lightly* marked with tick by the teacher, or support staff [tick & initial]
- In English and Mathematics all pupils should have at least one piece of work marked diagnostically by their teacher every **fortnight** using The Next Step (NS) and R for the children to respond. Children must respond to the R, in all subjects, with a **purple pen**.
- Supply teachers must also follow the non-negotiables and initial their marking, as outlined in their induction pack.
- In the Foundation Stage [FS2] the purpose of marking & feedback is to accelerate progress from early starting points. Developmental, early diagnostic marking may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' books as appropriate.

RE – marking expectations

Use of the heart and wonder cloud in marking feedback, evident once per topic. This should be appropriate for the child's understanding. (See marking codes)

Foundation Subjects – marking expectations

All foundation subjects to be marked, diagnostically, **once per half term**. But no work should go unmarked.

Marking / Feedback Processes used at St Augustine's

Four types of effective feedback and marking process occur during teaching and learning at St Augustine's:

1a) Live Marking defined as 'marking over their shoulder, identifying/responding to misconceptions at that point' and, **1b) Verbal Feedback** 'immediate, verbal response to child's learning/effort/work'.

1a/1b are teachers' intervention at the point of learning to prompt deeper thinking and swiftly address misconceptions. This takes the form of verbal feedback and marking, and occurs through effective questioning to clarify or refocus tasks, and enquiry or "mini plenaries" and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to support teacher in gathering /recording the feedback and response process (early years).

2. Whole Class Feedback (Appendix 3)

Involves reading/looking at the work of all pupils at the end of a lesson or unit and identifies key strengths and misconceptions for the class or sub-groups. The whole class feedback takes place during the following lesson and addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.

Allows you to save time.

- Address whole class in one go.
- Address common misconceptions.
- Model how to make the changes.

3. Diagnostic Marking in which evaluation & written feedback on attainment against WALT is given by the teacher. Usually a response from pupils is required (designated by **R**) to strengthen the teaching and learning process in order to accelerate and deepen learning. (See also marking codes in Appendix 2).

“Feedback should be kind, helpful and specific. It should be hard on content, but soft on people. All students need the opportunity to step up and share their thoughts, and then step back and let others have their turn.” Ron Berger-Ethic of Excellence

2. Self-assessment and peer-assessment of the standard and success of a piece of work.

Self and Peer assessment will take the form of an appropriate system selected by class teachers e.g. Kind, Specific, Helpful. Its purpose is to enable children to show how they feel they have met the learning outcome, namely, pupils looking at each other's work and assessing it against pre-agreed criteria. They then give each other feedback on the work. Appropriate methods of peer assessment are selected carefully by class teachers, and will change across the year. This will also be validated by teacher marking.

Spelling in English/Writing, if a response is required to address spelling errors in KS1 no more than **three** spelling corrections for a piece of work will be given and **five** spelling corrections in KS2. The teacher will employ this activity as a next step or **R** activity, as appropriate.

- In **KS1** the teacher may provide correct spellings and the child should attempt to copy the correct spelling three times in their book. Dictionaries/word mats will also be used to support spelling, as appropriate.
- **Y3/4:** the teacher may provide correct spelling using a missing letter approach, and using dictionaries/word mats.
- **Y5/6:** Pupils will correct own spellings using dictionaries

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children.

Children's individual profiles will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning

Role of other adults supporting:

- **Support Staff** may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

- **Supply Teachers** who carry out work in the school are expected to mark all work in accordance with the policy. This will be given to all new supply teachers as part of the induction they have when they arrive in school. (Supply teachers will be given supply marking stamp by office on arrival).

- **Students on teaching practice in school** are required to follow this policy as appropriate. The class teacher is also required to initial marking completed by the student to ensure quality assurance. This will continue as necessary.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Head teacher/SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes. The Head teacher and SLT will also monitor the impact of diagnostic marking through work scrutiny in Mathematics and English as part of lesson observations to evaluate the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessments and software by the EYFS Lead. This will be triangulated with pupil voice activities to ascertain how marking /feedback supports them in understanding what they need to do to improve their learning and to make progress. Work scrutiny will be used to monitor consistency across school and impact of the policy on pupil outcomes.

Appendix 1 – RE Marking Codes

| RE Marking Codes | |
|-------------------------|--|
| Heart | How can you live out the message of this lesson? |
| Cloud | What do you wonder about the message of this lesson? |

Appendix 2



Marking and Feedback Quick Guide



Right answer
against the WALT



Outstanding work



Spelling mistake
underlined



Start a new
paragraph



Does this make
sense?



Finger spaces



Something
missing?



Respond



Wrong answer



One to one

Green pen = Adult marking

Purple pen = Pupil marking

Appendix 3

WCF

| | |
|----------------------|-------------------------------|
| <u>Key Strengths</u> | <u>Growth Areas</u> |
| | <u>Common Spelling errors</u> |
| <u>Work to share</u> | <u>Focus children</u> |