

St Herbert's RC Primary School

FEEDBACK & MARKING POLICY

Approved by Governors on: 01.07.2021

Date to be reviewed: Summer 2024

Signed on behalf of the Governing Body: *P Devine (Chair)*

St. Herbert's R C Primary School

FEEDBACK & MARKING POLICY

This policy is set within the context of the School Mission Statement:

"Strong in Faith, Hope and Love, for the Common Good"

and the School Ethos:

"By loving one another as God loves us, we can achieve spiritually and academically"

At St Herbert's, 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.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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, the Senior Leadership at St Herbert's have 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 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.

Within these principles, our aim is to make use of the good practical approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. Furthermore, 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.

Feedback and marking in practice

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

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including whiteboards, book work etc. • May involve the use of embedded technology such as air-playing the children's work and Google Classroom • Takes place in lessons or remotely with individuals, small groups or whole class • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include annotations according to the marking code 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Some evidence of annotations or use of 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 the form of a 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 key areas of need from that session 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Some evidence of self and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments / annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<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 • Feedback sessions at the beginning of lessons

Marking Approaches

All work will be acknowledged in some form by class teachers. This will most often be in the form of their initials.

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 to individuals, which it has not been possible to provide during the classroom session.

Due to the COVID-19 pandemic, where usual classroom learning must take place remotely, teachers will provide feedback via Google Classroom. There will be a range of feedback provided, both verbally and written. This will be appropriate to the task that has been set and will be given as promptly as is manageable by the class teacher or, on occasion, another member of teaching staff.

For the case of Homework, which continues to be set via Google Classroom, teachers will either respond verbally in the classroom or through the online platform as detailed above. This feedback is likely to be on whole class level but may include individual responses and comments.

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, targets for KS1 and KS2 pupils are based on key objectives from the National Curriculum. In EYFS, targets are drawn from the 'Development Matters' documentation.







For those pupils on the SEND register, targets are set out on EHCPs or PCP documentation.

Targets are reviewed regularly by both pupils and teachers, and updated when they are achieved. Targets are also shared with parents.

Marking Code

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 involves the use of symbol-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.

Marking Code

Annotation	Meaning
Teacher initials	<ul style="list-style-type: none"> • Work has been reviewed by the teacher
	<ul style="list-style-type: none"> • Incorrect
	<ul style="list-style-type: none"> • Finger space required
	<ul style="list-style-type: none"> • New paragraph required
	<ul style="list-style-type: none"> • New line required
CL	<ul style="list-style-type: none"> • Capital letter required
^	<ul style="list-style-type: none"> • Missing word
	<ul style="list-style-type: none"> • Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation etc.). • In KS1, this may be accompanied by a prompt (e.g. the prompts above). • In KS2, pupils may be expected to find the error / misconception (with support where needed).
	<ul style="list-style-type: none"> • Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved an intended outcome.
sp	<ul style="list-style-type: none"> • Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. • In KS1, this may be accompanied by the correct spelling. • In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed).
VF	<ul style="list-style-type: none"> • This indicates that immediate feedback was given by the teacher during the lesson and it was addressed by the pupil at the time. This may be used in conjunction with other elements of the code detailed above.

Teacher Feedback Records

(Review)

Following lessons, teachers may record brief notes on their planning.

The next lesson may begin with a whole class feedback session.

The sessions vary in length depending on what is appropriate.

Children may edit work using their blue edit pens, during these sessions.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Details on Feedback forms	Name (first name only). <i>Possible content (if relevant):</i> SEND, PP, Gender, EAL, Attendance details	Monitor and improve the teaching, learning and progress of pupils.	Teaching staff/ Senior Leaders.	Paper records locked away. Digital copies stored in Google Drive.	Feedback forms deleted after 12 months – NB: Assessment data stored on SIMs.

As such, our assessment is that this policy:

Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		