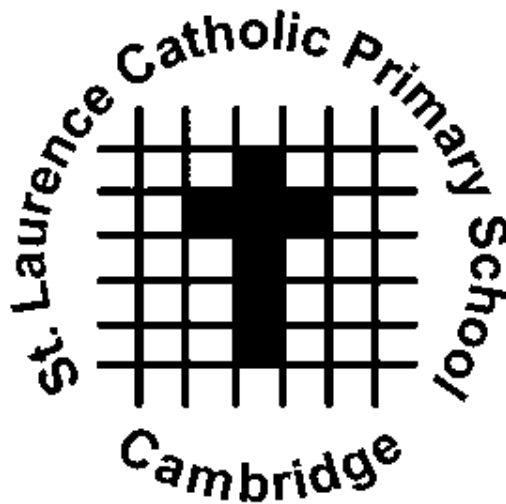


St Laurence Catholic Primary School

Feedback & Marking Policy



***Through God's grace,
a community growing in knowledge and understanding***

Introduction

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback” Professor John Hattie (Influences on Student Learning).

Educational research highlights that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is about **moving learning forwards**.

Audience

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is essential part
 - It involves sharing learning goals with pupils
 - It aims to help pupils to know and how to recognise the standards they are aiming for.
 - It involves pupils in self-assessment
 - It provides feedback which leads to pupils recognising their next steps and how to take them
 - It is underpinned by confidence that every student can improve
 - It involves both teachers and pupils reviewing and reflecting on assessment data.
- (Inside The Black Box 1999 Black and Wiliam)**

Principles

At St Laurence, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the children’s own work, in relation to the learning objective and not on comparison with other children
- specific ways in which the child’s work could be improved, and crucially, being given the opportunity to do so
- improvements that the child has made compared to his/her earlier work

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-related vocabulary
- the learning needs of individual children are understood and work is matched and marked appropriately
- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- improvement is clearly evidenced
- achievements are linked, so that each builds confidence in future goals

Aims and Objectives

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- celebrate and reinforce expectations
- inform future planning

Practice

As a school, we value verbal and written feedback equally in moving learning forwards. Marking and feedback is a waste of time if it has no impact. Marking should praise but also give guidance, consolidation and challenge. It may help to think of next steps marking as **intervention marking** where the teacher steps in to support, accelerate or challenge children's learning.

Verbal Feedback (VF)

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during guided group work, in a learning review (AfL time), and be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

Written Feedback

All written comments, corrections or check marks should be in GREEN when a teacher marks the work and BLUE if the teaching assistant has marked the work.

All work, including homework, will at least be **checked** against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks (✓) or other coded notation such as the symbols or shorthand feedback detailed in Appendix 1. Stamps or stickers may also be used to indicate work has been checked.

It is imperative that such notations are used **consistently** and the marking code is understood by each child. Marking codes will be displayed in each classroom. The children will use PURPLE polishing pens or pencils to respond to the 'Next step' comment.

Quality 'Next Step' Marking

These written comments in Maths, English and written work will be more detailed but are still formative in nature and intended to move learning forwards. They will:

- be positive and celebrate effort and achievement
- relate to learning objectives
- indicate next steps for improvement
- be supported with time and opportunities to reflect upon and engage with the improvement suggestion

When Quality Marking teachers should

- Read the whole piece of work
- Give the children time to act on the next step comment
- Ensure all children have access to Quality Marking in the course of a unit of work
- Use one of the three following types of improvement comment

Reminder prompt – reminds the child of the learning objective

e.g. Say why you thought this.

e.g. Use more adjectives and adverbs here.

Scaffolded prompt – gives the child more help by focusing on specifics. This supports the learner to extend their present understandings and improve their work.

e.g. A question – Why was it a dismal time?

e.g. A directive – Let's use some adverbs to describe how they fought. Fill in the words:
Jason tried _____ly to distract him, but the dragon _____ly used his strength to get past.

e.g. An unfinished sentence – What type of boy is James? Good, bad, kind, shy, excitable,

loud, naughty? Finish this sentence. James was a

Example prompt – makes suggestions, offers information or gives a range of possible answers to choose from.

e.g. Improve the fight by using one of these or your own:

- The dragon's tail lashed viciously, cutting Jason's flesh.
- or
- Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.

Describe James' character. Perhaps:

- James was a kind, likeable boy with a great sense of humour. For instance.....
- or
- James was often excitable and noisy but would be quiet and serious when he was working.

(Improvement prompts are taken from Enriching Feedback in the Primary Classroom by Shirley Clarke)

With younger children and some children with special educational needs these prompts will often be used orally, as part of immediate verbal feedback.

Other correction issues

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive
- For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available
- Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt

- Rubbing out should be strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond– this is crucial to moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them
- Question/answer sessions may be used to facilitate this

Wherever possible, children are encouraged to self-evaluate their own learning.

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

Review

Policy discussed and agreed with teaching staff on 4th January 2016

Discussed with Support staff on 11th January 2016

Ratified by the Learning and Achievement committee on 2nd February 2016

Will be reviewed annually by staff and every 3 years by governors.

Next review by governors: November 2018

Policy Name: **Feedback & Marking**

Policy Date: December 2015

**EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES**

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	The learning needs of individual children are understood and work is matched and marked appropriately (p3) (This may vary due to SEN, EAL, ethnicity etc)
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N/A	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	

Equality Impact Assessment carried out by: Learning & Achievement Committee/M J O'SullivanDate: 2.2.16