

SACRED HEART CATHOLIC PRIMARY SCHOOL HINDLEY GREEN



MARKING AND FEEDBACK POLICY

Agreed by school staff and Governors - September 2018
Review of Policy- annually

MISSION STATEMENT

Grow in the spirit of love and learning

Our Vision is to

- Put our Catholic faith at the centre of everything we do
- Value and respect each individual.
- Inspire a love of learning.
- Harness a natural curiosity to develop a thirst for knowledge.
- Prepare our children for opportunities, and responsibilities in the adult world
- Share our talents at the heart of the local and wider community.

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Introduction

At Sacred Heart Catholic Primary School, 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. Also the DfE's expert group emphasises that marking should be: meaningful, manageable and motivating. As such, teachers at Sacred Heart Catholic Primary School have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the. 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 teachers and 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. When work is reviewed, it should be acknowledged in books.

Within these principles, 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.

Marking And Feedback Policy

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. Children responding to feedback, in the lesson
4. 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.

At Sacred Heart, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
1.Immediate	<ul style="list-style-type: none"> ➤ Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc... ➤ Takes place in lessons with individuals or small groups. ➤ 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 highlighting/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 / highlighting.
2.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 form of self- or peer- assessment against an agreed set of criteria. ➤ In some cases, it may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> ➤ Lesson observations/learning walks. ➤ Timetabled pre- and post-teaching based on assessment. ➤ Some evidence of self and peer assessment. ➤ May be reflected in selected focus review feedback (marking).
3 Children responding to feedback (age appropriate)	<ul style="list-style-type: none"> ➤ Children listen to feedback and act on the advice ➤ Children write their initials to acknowledge written advice ➤ Children use a symbol to acknowledge written advice 	<ul style="list-style-type: none"> ➤ Acknowledgement of work completed. ➤ Written comments and appropriate responses / action. ➤ Some evidence of annotations
4.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. ➤ Use of annotations to indicate future groupings.

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All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives and/or checklists.

Review marking will only lead to written comments for those children who are able to read and respond independently.

In some cases, the marking code may be used where this is understood by children. Where children are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In the case of groups of children having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

<u>FEEDBACK:</u>
-focuses on the learning objectives and success criteria of the lesson
-takes place as close to the childrens learning as possible , ideally in the lesson
-requires a prompt action by the child
-is easy to understand and builds confidence in the child.
-needs to be consistently applied and kept simple

Targets Setting

On a daily basis in class the “Learning Objective” will be the target for most children and will be differentiated appropriately in the curriculum areas. In some curriculum areas there is separate advice (see below) The success criteria that is shared with the children is also a target for them to reach within that lesson or sets of lessons.

In English a target becomes an “Emergency Target” when it is a barrier to the child meeting the end of Year expectations.

The target is listed as an emergency target and monitored until it is consistently met.

It acts as an ongoing reminder to the child to act upon the target.

RE- information to be shared after the new way of assessing in RE training

Marking Symbol

This symbol is used to identify

- Work that needs to improve
- Extended learning and / or challenge learning
- Next step
- Words/Digits that need to change

Code	Meaning	Code	Meaning
I	Worked Independently	TA	Worked with Teaching Assistant
P	Worked with a partner – sharing responsibility of learning.	Supply (+ signature)	Supply Teacher has taken the lesson
G	Worked as part of a group – sharing responsibility of learning.	T <i>(minutes included too)</i>	Piece of work which has been timed
TS	Teacher Supported work	OF	Feedback given orally.

