

St Francis of Assisi Catholic Primary School 2019-2020

Effective Marking & Feedback Policy

Rationale

“Feedback is one of the most powerful influences on learning and achievement”

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie’s research, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ...feedback must answer the following three questions:

- Where am I going? (What are the goals?)
- How am I going? (What progress is being made toward the goal?)
- Where to next? (What do I need to do to make further progress?)

Effective feedback given to pupils through marking and reviewing work will:

- Provide constructive steps for every pupil to ensure progress
- Focus on success and improvement needs against learning intentions and success criteria
- Enabling pupils to become reflective learners
- Help pupils to close the gap between current and desired performance

Aim

This policy provides clear understanding of the purposes, procedures and processes of effective marking and feedback, in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning. It aims to:

- Inform pupils of what they have done well and what they need to do to improve
- Support pupil confidence and self-esteem in learning, which contributes to accelerated learning
- Support teachers’ assessment for learning procedures, in order to plan and refine next steps in learning

Processes

Four types of marking and feedback occur during teaching and learning:

1. VERBAL FEEDBACK – This is a well-considered intervention which prompts deeper thinking and swiftly addresses misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1, group or whole class learning conference.
2. LIGHT MARKING – This is acknowledging, recognising and celebrating attainment, progress, success and completion of pupils’ work.
3. DEVELOPMENTAL MARKING – This is an incisive feedback on attainment and success, where a response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen their learning.
4. SELF- and PEER-ASSESSMENT – This is used in conjunction with given success criteria.

Principles

In order for children to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- Feedback is specific
- Feedback will be given before the next session
- Feedback is clear and constructive
- Feedback is followed through and actioned by pupils
- Children are involved by understanding what is expected, and what progress they are making
- Outcomes from feedback and marking are fed back into teacher's planning

Non-negotiables

- All adult marking is to be carried out in blue pen (not black/red/green).
- All self- or peer- marking is to be carried out in green pen.
- All marking is to be clear and legible hand aligned to the school handwriting script.
- The marking code (below) is to be followed in all cases.
- The marking code should be accessible to all pupils in the learning environment.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In M&E, at least 1 piece of work per pupil should be developmentally marked in depth, per week.
- Y1 transition time from EYFS to KS1 marking (Autumn term)
- Use TA & TS stamps to indicate level of support (assisted, independent, etc.)
- Children write a title, not an LO (LO & SC are evident in planning and shared during delivery)
- In KS2 Curriculum books – children write subject, date and title
- RE marking to mirror English marking
- Use short date where possible; and long date in handwriting exercises or similar
- Balance of different marking types should be evident

Responsibilities

- It is the responsibility of the class teachers 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
- Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.
- It is the responsibility of the Assessment Leader to liaise with the subject leaders and to feed back to the HT and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress
- It is the responsibility of the HT and SLT to ensure that effective marking and feedback is monitored (through book scrutinies), triangulated with pupil interviews, and evaluated as part of the quality assurance of teaching and learning across the school.

Marking Code

KS2	KS1	EYFS
Ladder – next step ? – doesn't make sense V – verbal feedback S – spelling P – punctuation Box – punctuation (where appropriate) Tick – acknowledgement by staff OA/OPA - LO achieved or partially achieved	Star & ladder – as appropriate in English, Maths and RE Box – punctuation S – spelling (& word underlined) Tick – acknowledgement by staff OA/OPA - LO achieved or partially achieved	Lots of immediate verbal feedback Use of photographs, rewards stickers, etc. Annotating as appropriate

Policy Review

This policy was created following staff consultation and agreed by Governors in the Autumn Term 2019. It will be reviewed and updated in line with the school's policy review cycle or in response to a required change, by the HT.