



## ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*"Faithfully following in the footsteps of Jesus,  
we serve, love and learn together  
inspiring each other to excellence".*

# Feedback and Marking Policy

November 20

# 2023

This policy will be reviewed **annually** by the Governing Body

Signed..... Date.....

Mr T.O' Malley

Chair of Governors

**Review date: November 2024**

## **St. Patrick's Feedback and Marking Policy**

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### **1. Introduction**

At St. Patrick's Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

### **2. Rational**

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation's Guidance Report 'Teacher Feedback to Improve Pupil Learning' (2021).

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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such we have investigated alternatives to 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. ('Eliminating unnecessary workload around marking', 2016)

### **3. Key Principles**

Our policy on feedback has a number of principles at its core:

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson
- The 'next step' is usually the next lesson
- 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
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on

evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF guidance 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. As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

#### **4. Why do we give good feedback during the lesson?**

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels.

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent and may lose interest or not produce work of such quality in future.

#### **5. 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 four common stages in the learning process:

1. Immediate feedback – at the point of teaching (live marking)
2. Summary feedback – at the end of a lesson/task
3. At the start of the next lesson – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study (eg. low stakes quizzes, end of topic assessments, demonstrations)

#### **6. When do we feedback or mark?**

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve an emphasis on on-the-spot 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do, or amend, to achieve the objective at the point of learning. As the feedback is in the context of the lesson, VF is to be written in the margin at the point at which verbal feedback is given. There is an expectation that the pupil will respond to the feedback immediately.

## **7. Written Marking**

In English, teachers tick each piece of work to show it has been checked. When spelling or basic skills errors occur, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

In Maths, teachers indicate correct answers with a tick and incorrect answers with a dot. In some cases, teachers may have incorporated self or peer assessment strategies within the lesson itself as this can provide valuable learning opportunities. When a piece of work has been self or peer-assessed, teachers will check that the work has been marked accurately by the child, making corrections where needed. If the work has been correctly marked by the child in the first instance, teachers will acknowledge this with a single tick on the page. Errors in Maths should not be rubbed out – the correct answer should be written next to the incorrect answer to evidence the feedback process.

In the foundation subjects, teachers tick each piece of work to show it has been checked.

Staff use red pen when marking pupils' work in the first instance. Any written comment in books should be meaningful and directly impact children's learning, either by moving their learning on or consolidating previously learned content. In English and Maths, teachers will provide one written comment every two weeks in books. In the foundation subjects, teachers will provide one written comment per topic. Teachers will use blue pen to mark the written work undertaken by the children as a result of any feedback provided.

## **8. Evaluation and Feedback sheet**

Teachers complete a whole class 'Evaluation and Feedback' sheet after each lesson. This acts as an aide memoire to ensure teachers give purposeful feedback and plan challenge or support on an individual basis where needed.

Examples of work to praise and share are identified as well as individuals who required additional support with brief notes where necessary. Teachers look for both common and individual misconceptions and errors in understanding or basic skills to inform the next steps in teaching and learning. The presentation of work is also evaluated.

Teachers identify either a next step for learning, a misconception that needs to be addressed or an aspect of key learning that needs revisiting to support the consolidation of taught content (sticky knowledge).

### Example Evaluation and Feedback sheet Y1-Y6

<b>Work to Praise and Share</b>	<b>Needs Further Support</b>
<b>Presentation</b>	<b>Basic Skills Errors</b>
<b>Misconceptions/ Next Steps/ Sticky Knowledge</b>	
<b>Absent</b>	

### EYFS Evaluation and Feedback sheet

<b>Work to Praise and Share</b>	<b>Needs Further Support</b>
<b>Absent</b>	

## 9. “Feedback to Feed Forward”

Once feedback has been posed, pupils need time to respond and to put their feedback into practice which ideally will occur at the next available opportunity. Some groups of children may work independently on a feedback task while others may require parts of the previous lesson to be retaught by the teacher to aid understanding. Feedback activities will be dictated by the teacher’s careful professional judgement and based on their ‘Evaluation and Feedback’ sheet from the previous lesson.

## **10. Standard symbols used in books to assist in the monitoring of pupils' progress from EYFS to Year 6.**

Teachers should use the marking codes below to identify the level of support required on each piece of work. This serves to aid the teacher in making future judgements on a child's attainment.

Teacher Guided activity	TG
Teacher Assistant Support	TAS
Independent work	I
Verbal Feedback given	VF
Supply teacher marked	S

## **11. Monitoring and evaluation**

We will monitor the use of marking and feedback in school to make sure that it is having a positive impact on pupils' learning.

Senior leaders and middle leaders (those responsible for a subject) will monitor and evaluate the impact of feedback on pupils' learning in different subjects through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

## **12. Review**

This policy will be reviewed every two years, or sooner if necessary by the headteacher, senior leaders and the full governing body.

## **13. Links with other policies**

This policy links with the following policies and procedures:

- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Assessment policy
- Equality information and objectives