Feedback and Marking Policy
2020-2021

Mission Statement

Jesus said, "I chose you, and appointed you to go and bear much fruit."   *(John 15:16)*

Our three consistencies are
Love of others
Love of self
Love of learning

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.

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

Type	What it looks like	Evidence (for observers)
Immediate	- 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.	Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting
Summary	- 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, may guide a teacher's further use of review feedback, focusing on areas of need	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)
Review	- 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	Acknowledgement of work completed (initials and highlighted LI) Whole class analysis notes

	- 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 - May lead to specific catch up group work being planned. - May lead to children requiring a targeted planned intervention.	Lesson observation – of impact of input using whole class analysis Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings

Please note: SLT may ask for books at any point in the year to monitor marking and feedback.

Marking Codes at Sacred Heart

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 combines use of highlighters and symbols 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.

Teacher marks in green pen.

Maths
- Green highlighter will be used to show the objective has been met or a dash to say partly met. The objective will be left blank if not met at all.
- Mark each correct answer with a tick.
- Mark each incorrect answer with a dot.
- Green comments will be written to extend or deepen understanding of the learning objective.
- Red pen should be used by the children to respond to feedback and complete peer assessment.

English
- Green highlighter will be used to show the objective has been met or a dash to say partly met. The objective will be left blank if not met at all.
- For longer pieces of writing, a green highlighter will be used to show examples of good work that illustrate the learning objective has been met.
- A green comment will be written to show an area for improvement, if appropriate.
- A green comment may be used to give the pupil an opportunity to edit their writing
- The number of dots will indicate the number of errors on that line of the children's work. Children will be expected to correct their work. At this point the dot will be converted to a tick.
- Red pen should be used by the children to respond to feedback and complete peer assessment

All curriculum areas

- Green highlighter will be used to show the objective has been met or a dash to say partly met. The objective will be left blank if not met at all.
- Dots will be placed in the margin of the book to bring an error on that line to the child's attention. This will then be converted to a tick once the error has been addressed.
- Green pen followed by one area for improvement, as appropriate
- Red pen should be used by the children to respond to feedback and complete peer assessment

Children
- Built into this week, all children will have the opportunity for responding to feedback as soon as possible
- Occasionally, verbal feedback may be the most appropriate form of feedback for some children.
- Staff should use the verbal feedback symbol on the piece of work to indicate that this has taken place and annotate if appropriate.

EYFS and Key Stage 1

In Foundation Stage and 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 and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. NB. It is expected that most children will be able to read direct comments by the end of Year 1.

Whole School
Success Criteria or steps to success are to be used in Maths and English when appropriate.

Symbols to be used on work by adults and pupils
TA - Work has been completed and discussed with a teaching assistant
VF – Verbal feedback given
PA – Peer Assessed
S- Supported work
I - Independent work

Symbols to be used on work by adults and pupils in EYFS
CL- capital letter
.
F.S. – Finger space
C- maths correction

Marking throughout the curriculum
- All marking should follow the cursive handwriting and model high standards of presentation
- Adults should take care to use vocabulary and expressions that the child will understand

- Comments will be grammatically accurate
- **All** written and mathematical work to be marked; by teacher, TA, pupils or peers.
- A mixture of verbal and written comments will be used when marking and their use will be dependent on the child's age and attainment
- Negative comments are seldom. However, a distinct lack of effort or carelessness will be highlighted. Our children are taught that high expectations will not be compromised
- Green pens only will be used to mark children's work
- Red pen should be used by the children to respond to feedback and complete peer assessment
- House points and any other class rewards are used to praise good work and effort. Exceptional work may be shown to the Head teacher for additional praise

Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking.

Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written the comments should be **initialled by the child-reviewer**. Children should be trained in how to give effective feedback that is **KIND, SPECIFIC** and **HELPFUL** and relates to the success criteria or targets.

For example:
'I like this part, but have you thought of…'
'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
'The best part is when you…'
'I think that next time you ought to think about…'
'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Editing is encouraged in most sessions as the children progress through school.

Subject specific vocabulary

When marking work in a subject such as science teachers will concentrate on correction of scientific vocabulary specifically, as well as correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Editing Stations

Within each classroom there will be an editing station for children access support with their editing. Editing stations will contain age appropriate resources such as:

Commented [MJ1]: assessment?

- Word pack
- Dictionary
- Thesaurus
- Editing flaps
- Red pens for editing
- Age appropriate editing prompt cards.

Final Teacher Assessment of Independent Writing

After the pupils have had the opportunity to complete their writing the teacher will assess the pupils work against age related expectations using the BWCAT proforma .This proforma will be stuck in books to follow the writing before progressing onto the next writing lesson. This will inform planning, targets and next steps for pupils. Moderation of independent writing will be carried out at school and Trust level.

Feedback in Maths

Teachers adapt each lesson so that misconceptions can be immediately addressed during the current lesson or in the next session.

When marking written work, the onus is on the learner to check their work and try to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt.

As an alternative to providing the answers, teachers may sometimes model ways of checking and then expect children to do the same, in effect 'proof reading' maths. For example, children might repeat a calculation in a different coloured pen and check they've got the same answer. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

Children can use alternative ways to solve a calculation as a means of checking their answers. In KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have misunderstood something, they can alert the teacher immediately.

Another strategy is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong. Work may be provided at several levels of difficulty, enabling children to build confidence before moving on to more challenging work.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet might be used e.g.

<u>Find my mistake (column addition)</u>

- Did I put each numeral in the right place value column? Check each one
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help 7
- If you are still stuck, is their another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a good way of helping them develop this.

Marking – written comments in book

We are still expected to mark everything. Marking can be an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress. This is frequently because it is serving a different purpose such as demonstrating teacher performance or to satisfy the requirements of other, mainly adult, audiences.

Marking can act as a proxy for 'good' teaching as it is something concrete and tangible which lends itself as 'evidence'. In some cases, the perception exists that the amount of marking a teacher does equals their level of professionalism and effectiveness. These are false assumptions. No strong evidence suggests that simple acknowledgement marking (sometimes known as 'tick and flick') contributes to progress. Likewise, it does not appear to be beneficial to provide generic praise or praise that is not perceived as being genuine.

Marking can breed over-reliance on the teacher (learned helplessness). If teachers correct mistakes they remove the opportunity for the children to think about their work. We are aiming for an independent learner.

The children are given time to proof-read their work using checklists appropriate to the age of the child. Children may also be given group or individual targets when judged appropriate by the teacher. In the case of groups of pupils 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. However, 'No more marking' approaches should not be interpreted as 'no more looking at children's work on a daily basis'. Teachers need to know their children inside out – partly due to the attention they pay to reading their work.

Written comments can be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. Michael Tidd argues that, "the most powerful and valuable feedback occurs in the first few moments of looking at a piece of work.

Every moment spent thereafter on combing through, adding red pen, or forming detailed comments, is likely to produce a diminishing return [and may mean we] miss the most important things that would re-shape our own teaching."

Next steps or targets will not always be written into students' books. The next lesson should be designed to take account of the next steps.

Evidence

If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention; efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

Next steps or targets should only be used where appropriate and not automatically for each piece of marked work. There is no need to write individual targets for each pupil.
Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.