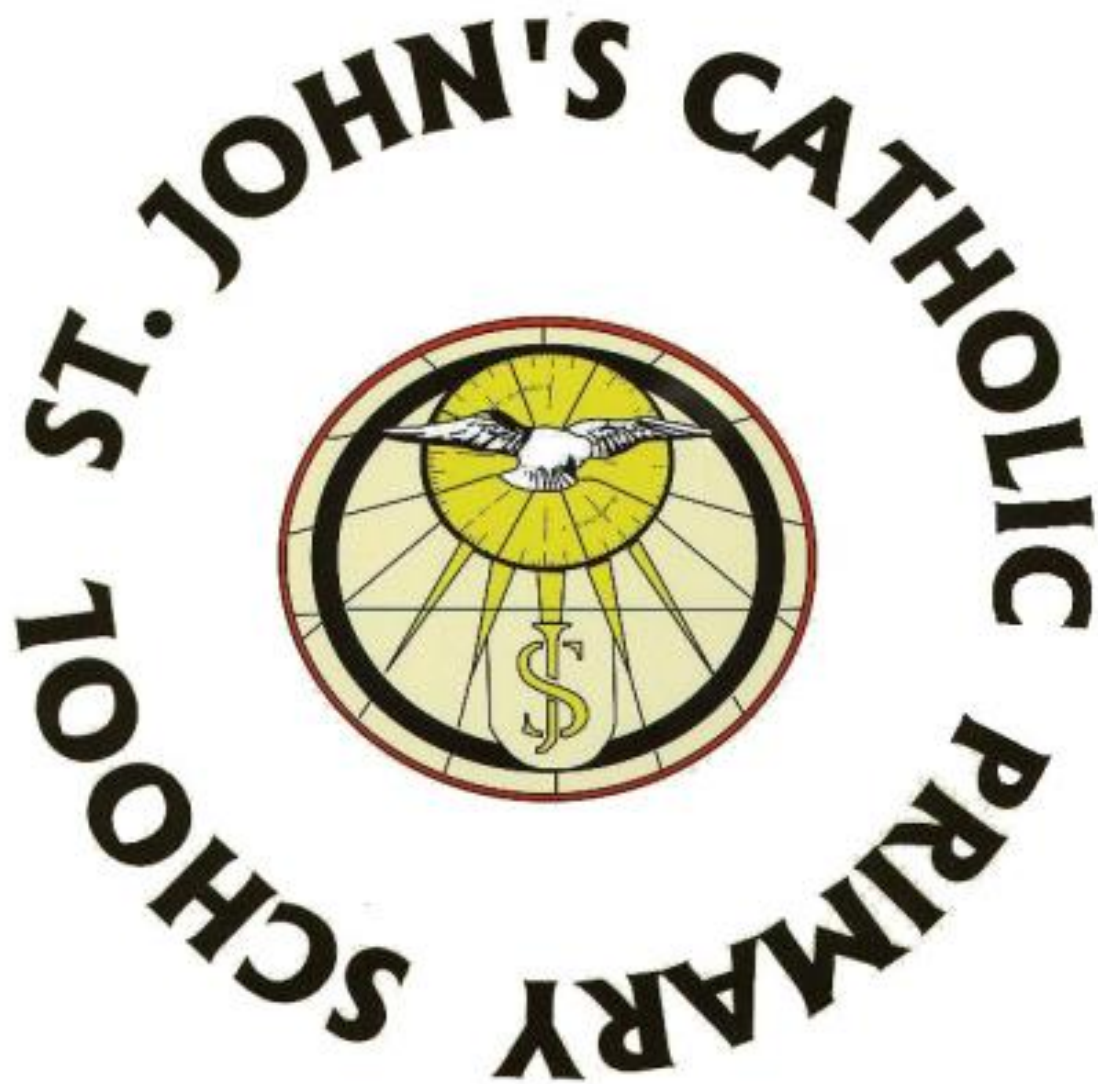




Feedback & Marking Policy

March 2024

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual pupils
- Participating in projects which focus on the needs of others including local and international charities.
- St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas More, Bradford on Avon.

Overview

At St John's we will ensure that children get the maximum benefit from their education through an entitlement to regular feedback from teachers and higher level teaching assistants. This will enable children to understand their progress and inform them of what they need to do next to improve. Feedback should be: **meaningful, manageable and motivating**. (DfE Marking Policy Review Group, March 2016)

The children and staff have contributed ideas and suggestions towards the principles and approaches in this policy.

We recognise the importance of feedback as part of the teaching and learning cycle. We are mindful of the workload implications of written marking and research surrounding effective feedback. Our policy has been informed from The Education Endowment Foundation; National Centre for Excellence in Teaching Mathematics; Assessment for Learning 'Shirley Clarke'. We know that effective feedback should:

- redirect or refocus either the teacher's or the children'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 children when they are wrong

Key Principles

The key principles are as follows:

- Recognising the importance of the dignity of individual children's work is paramount and links to our Catholic Social Teaching themes.
- Adults use 'Assessment for Learning' techniques throughout the lesson to inform their teaching.
- The sole focus of feedback should be to further children's learning.
- Verbal feedback will be given in all areas of the curriculum
- Written comments should only be used when they can be read by the children.
- Feedback delivered closest to the learning is most effective.
- Feedback is provided both to teachers and children as part of assessment processes in the classroom, and takes many forms.
- All children's work should be reviewed by adults at the earliest appropriate opportunity so that it will impact on future learning. When work is reviewed, it will be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches: (Outstanding Formative Assessment, Shirley Clarke)

- Assessment activities to confirm children's starting points
- Use of iPads to mirror children's work
- Use of toolkits and success criteria
- Peer feedback
- Conferencing with children

Feedback occurs at one of three 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)

These practices can be seen in the following ways:

Type	This may include:	Evidence
Immediate Feedback	• Adults gathering information from teaching. For example responses on mini-whiteboards and work in exercise books. • Takes place in lessons with individuals or small groups of pupils. • Often given verbally to pupils for immediate action • May involve the skills of a Teaching Assistant to provide support or further challenge. • May re-direct the focus of teaching or the task • May include annotations according to the marking code • As part of the self-editing process (toolkits and success criteria)	• High level questioning by Teachers and TAs • Learning walls • Some evidence of annotations or use of marking code • Redrafting and editing in books • Random learning partners • Peer discussion • Use of quality work and examples used for discussion and self-assessment • Groupings in classroom
Summary Feedback	• 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 (toolkits/success criteria) • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need • As part of the self-editing process (toolkits/success criteria)	• Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking) • Assessment Task • Redrafting and editing in exercise books • Groupings in classroom
Review Feedback	• 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 children's future attention, or immediate action • Children given sufficient time to respond to marking	• Acknowledgement of work completed • Deep marking: written comments and appropriate responses including next steps • Adaptations to teaching sequences tasks when compared to planning • Written responses to marking in exercise books

Marking Approaches

All work will be acknowledged in some form by the adult teaching the children. This will be achieved through symbols as seen in the marking code. Judgements will be made on what will most positively impact on children's progress. Although we understand that simple acknowledgement marking does not benefit the children, a simple tick in books will indicate the work has been read and or checked by the adult. If a child has achieved the learning objective, the WALT will be ticked.

In Foundation Stage the marking code may be used where this is understood by children. Verbal feedback is used throughout the learning process. Comments are shared with children at the next appropriate learning opportunity and stamps may be used.

In Key Stage 1, 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 or understand such comments, these are shared verbally with children at the next appropriate opportunity, or stamps may be used.

In Key Stage 2, more emphasis will be given to written marking.

Adults working with the children may refer to the terms 'errors' and 'mistakes' in their feedback. See below for definitions:

- Errors: misunderstanding due to lack of knowledge
- Mistakes: an oversight.

Children will be encouraged to mark their own learning and make corrections when necessary. They will be encouraged to narrate or explain their mistakes.

All feedback given by the adult will be completed in green pen. Children will edit, self- and peer-mark using purple pens. When peer-marking, the author is the person responsible for making the alterations.

Marking Code

Where written marking or annotations are deemed appropriate, the intention is that marking should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code which uses various symbols. Some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
√	A tick of the WALT will demonstrate that a child has met the intended learning objective
WT	A WT next to the WALT will demonstrate that a child is working towards the intended learning objective.
S	Support given
SP	Spelling (only subject specific spellings)
//	New paragraph
P	Punctuation
G	Grammar correction in KS2
.	A dot used in maths to indicate an incorrect answer
.	'Spot the Mistake' – a dot used to indicate a mistake on that line in UKS2
↳	Next step – used in deep marking
Further symbols may be used which relates directly to toolkits or success criteria used in the planning of written work, e.g. TV to indicate technical vocabulary.	

Curriculum Subject	Feedback Expectation
Religious Education	• In FS and KS1 children will be encouraged to develop their skills to self assess their learning after each unit of work. • In FS and KS1 the children's voice will be actively captured and recorded by adults. • In KS2 written comments will be focused on extended pieces of written work, or extended tasks. • Comments will ensure children's achievements are recognised and provide further guidance for future learning. • Questions could be used to elicit understanding or provide opportunities for deeper reflection. • All children are encouraged to think deeply and reflect on their learning.
English	• Cold writes at the beginning of learning are used to inform future planning. • Each piece of writing will be read by the teacher and acknowledged. • Weekly deep marking will provide next steps. • Subsequent writing will evidence the impact of the feedback given. • Response to marking may be in the form of editing or redrafting. • A hot write is to be read by the teacher but no written comments made. • Upon completion of the hot write the teacher will gather evidence of independent writing that will support assessment. Evidence gathering sheets to be used to support this process.
Maths	• Light marking – teacher to determine. • Mistakes and errors to be identified by teacher verbally or through symbols in exercise books. • KS2 children are also encouraged to mark their own work and make corrections when necessary. • Pick-up marking & workshop marking to further address misconceptions and narrow gaps
Science , Geography and History	• Light mark for each piece of work • One deep mark for each unit of learning. • Key misconceptions should be addressed • Questions should be used to elicit understanding or provide opportunities for deeper reflection

PE and Computing	• Verbal feedback provided throughout the learning process.
Art and DT	• Verbal feedback given throughout learning process. • One piece of deep marking for either the planning or exploring stage in each project. • Light marking for other stages. • Final piece should not be marked.
PSHE & RSE	• Light mark for each piece of work • Floor books for EYFS & KS1
Music	• Performances to be video recorded • Floor books to be kept for each class • Light mark for any piece of work
French	• Light mark for each piece of work
A light mark will include the use of the marking code annotations. A deep mark will include a next step. Children are encouraged to respond when appropriate.	

Roles and Responsibilities

Governors

- Ensure the school applies this policy
- Ensure that the policy is reviewed at least every 2 years

Headteacher and Deputy Headteacher

- Ensure that the school shares, implements and monitors this policy
- Ensure that the implementation and monitoring of this policy is manageable
- Monitor that this policy is consistent and has a positive impact on children's learning and staff wellbeing

Curriculum Leaders

- Ensure the effective implementation of this policy
- Regularly monitor the implementation and effectiveness of this policy
- Provide feedback to Headteacher and Deputy Headteacher on the effectiveness of this policy

Teachers and Higher Level Teaching Assistants

- Implement this policy and follow the identified guidelines
- Ensure that children's work is marked appropriately
- Provide exercise books for reviews as required and to act on any feedback provided

This policy has been approved and adopted by the Governing Body on: 21/5/24

Head teacher :

Signed



Chair of Governors :

Signed



Review cycle:	Annually
Next review due:	May 2025