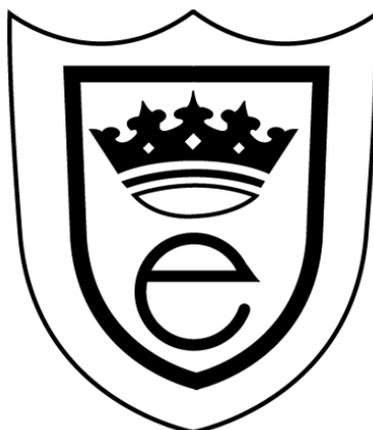# St Elizabeth's Catholic Primary School

Marking and Feedback Policy

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" *John 13:34.*

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which all children are empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;

We value worshipping and celebrating together, sharing our Christian witness and drawing strength from and serving our local parishes and the wider community.

Policy Review
This policy will be reviewed in full by the Governing Body every year.
The policy was last reviewed and agreed by the Governing Body in September 2017.
It is due for review in September 2018.

Marking and Feedback Policy

"Feedback is one of the most powerful influences on learning and achievement." Hattie and Timperley 2007

Introduction
This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit all pupils.
Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against Learning Objectives and Success Criteria, enabling pupils to become reflective learners, helping them to close the gap between current and desired performance.

Aim
The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.

2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.

3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning at St Elizabeth's:

Verbal feedback
Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and 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 learning conference with a pupil or in a group. This can be noted down to record the feedback and response process. Where verbal feedback is given the letters VF are written on a child's by the adult.

'Light' marking
The light marking of work, acknowledges and recognises attainment and/or progress, success and/or completion of pupils' work. (Ticks, stars, brief comments such as good work, LO met.)

Developmental Marking or in-depth marking
Developmental marking provides incisive feedback on attainment and success. A response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

Self-assessment and peer assessment
Pupils assess their own or a peer's attainment and success against the success criteria and suggests improvements. The code PF should be written on children's work to show peer marking has taken place.

Non-negotiable Procedures for Marking.

All marking is to be carried out in pen: not blue or green.
All marking is to be done in a clear, legible handwriting in the school handwriting script.

The marking code is to be followed:

VF – Verbal Feedback

PF – Peer feedback

LO Met

Sp – Spelling in margin where appropriate (No more than 3 spelling mistakes identified in one piece)

CL – Capital letter in margin

FS – Full stop in margin

I – Independent work

S – Supported work

Tick – Correct

C – Incorrect

The marking code should be on display for all pupils in the learning environment.
All pupils' work is to be at least 'light' marked by teacher or support staff.
In Mathematics and RE, at least 1 piece of work per pupil should be developmentally marked in depth per week. In English, every piece of extended writing should be developmentally marked.

In developmental marking in English:

YELLOW FOR SUCCESS

In English, when identifying where the success criteria have been met, the respective work in the pupils' book will be identified in yellow highlighter. The corresponding comment will also have a yellow highlight next to it. Sometimes, the teacher will explain why and how the success criteria have been met. Sometimes the children will be asked to explain this in writing themselves.

(If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in literacy - then these may be stuck into the exercise book so the child can self-assess against all aspects)
Success criteria must be in language that is accessible to children and there should not be too many.

GREEN FOR GROWTH / DEVELOPMENT

When identifying an area for specific improvement, the respective work in the pupils' book will be identified in green highlighter. The corresponding comment will also be highlighted green or when identifying an area for specific extension the respective work in the pupils' book will be identified in green highlighter. The corresponding comment will also have a green highlight next to it. Sometimes, the teacher will explain why and how the work can be improved. Sometimes the children will be asked to explain this in writing themselves.

Feedback comments should be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. However, the main feedback should refer to the Learning Objective and success criteria.

Marking comments should be **brief.**

Self-assessment in Maths
In Maths, children will traffic light their work against the Learning Objective and Success Criteria accordingly
Red: 'I find this difficult'
Amber: 'I can do this but need more help to feel confident'
Green 'I can understand and do this and this shows in my work'

Responding to comments
Pupil response to comments should be made in green, so that it is clear they have been completed. If in KS1 or EYFS this is verbal, it should be recorded as such. The teacher may scribe for a child. Response should be made as soon as reasonably possible in order to support pupils effectively. Ideally this should be at the beginning of the next session.

Rewards:

As adults in school we want to recognise good work with stickers, house points, smiley faces etc.

Appendix 1

Procedures in greater detail

Giving effective feedback to pupils.

Effective feedback comes under three main headings:

Specific **Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective/ success criteria or Pupil self-assessment made by traffic light.

Specific **Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific **Extension** feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should:

• Refine a teaching point to consolidate or reinforce understanding.

• Extend understanding to deepen learning or raise to a higher level of thinking

The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6, and throughout the school year appropriately. In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise, tasks must be effective in improving work, yet brief in execution.

Teacher acknowledgement of response

This should be swift and acknowledged with a tick. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

Role of other adults supporting

Support staff should mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines in this policy.

Cover and supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This policy will be given to all new teachers as part of the School Handbook on arrival in the school.

Student teachers in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance.

5 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. Likewise the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Individual Education Plans and EHCPs as appropriate.

It is the responsibility of the Assessment Leaders (SLT) to liaise with the Subject Leaders and to feed back to the Headteacher 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 Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments or it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's SEN Plan as required.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

9. Policy Review

This procedure has been agreed by the staff and Governors in September 2017 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than September 2018.