



St. Mary & St. Andrew's Catholic Primary School

Feedback & Marking Policy

We are guided by God who is at the centre of everything we do.

We support each other to be the best we can be to secure bright futures for everyone.

With our parishes, families and the community, we work together to create a school that is safe, happy, respectful and inspirational.

At St Mary and St Andrew's Catholic Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking as well as research from cognitive science regarding the fragility of new learning. In this policy we aim to maximise the effectiveness of feedback in our practice, reduce work load and improve our planning processes to make them more meaningful and focussed.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation. Meta-analysis by the Education Endowment Foundation 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 the pupils 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.

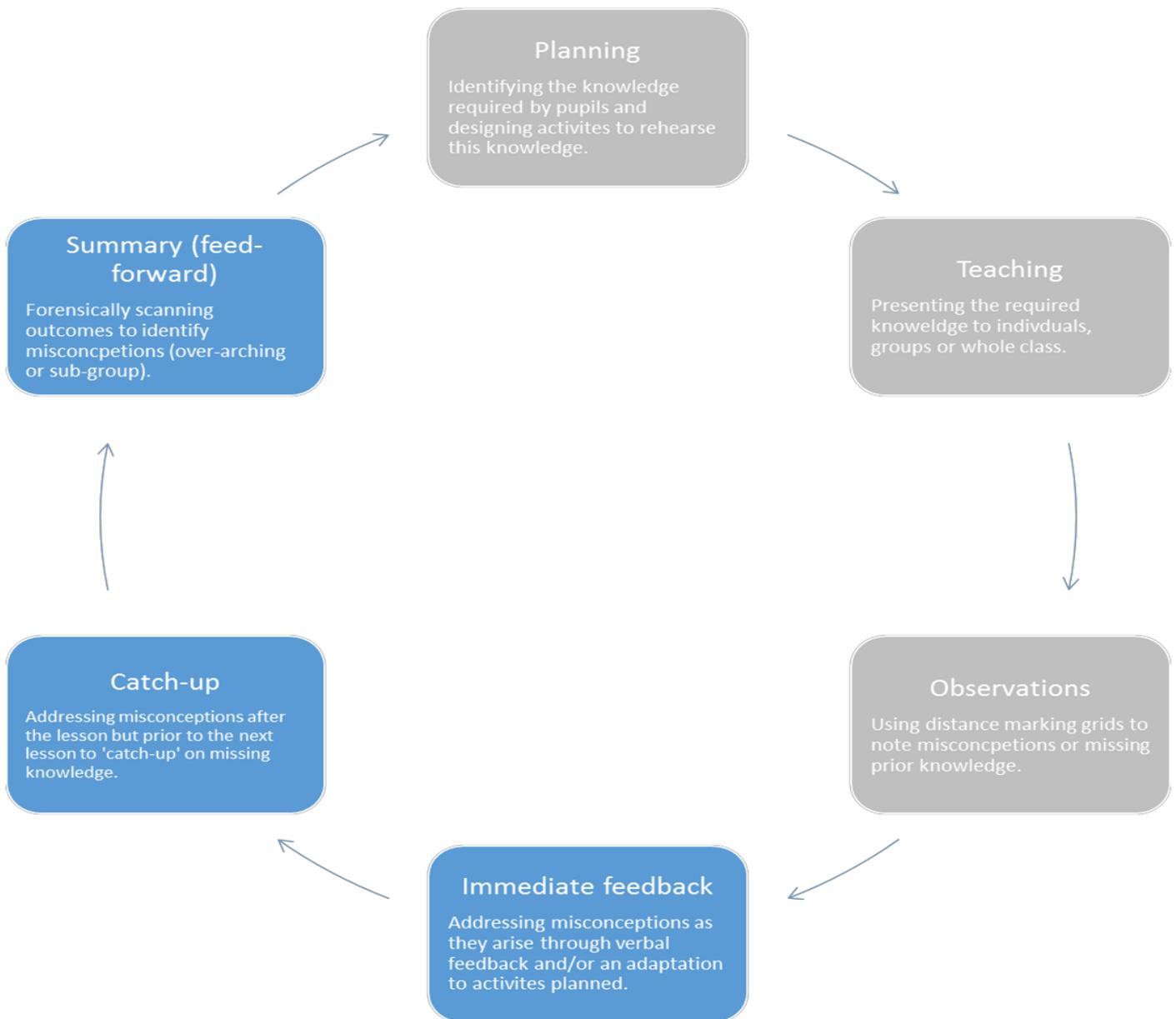
Purpose of feedback:

The sole focus of feedback is to further a child's learning. Feedback must empower a child 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 (e.g., making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.

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, planning will be highly focussed on raising attainment of all children. Feedback occurs at one of three common stages in the learning process:



Progression of feedback:

While the purpose of feedback remains consistent across all years, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact.

The importance of editing in our feedback cycle:

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.” (DfE, 2016).

It is vital that opportunities for editing are planned within and across units of work. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by success criteria or knowledge organisers.

How we give feedback:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • Will likely involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • Peer marking mid-way or at the end of a session, developing the self-esteem notion of ‘mini-teachers’ 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • An element of the child’s responses to catch-up may be recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the whole class or sub-groups • Teachers planning will identify where/how misconceptions will be addressed as the unit progresses or next unit begins • Takes place during the following lesson or immediate next session • Addresses over-arching strengths and misconceptions as well as specific misconceptions for any sub-groups • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen • May involve some peer support or support from a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.

Why we don’t regularly make marks in books:

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted “*that marking had become a burden that simply must be addressed*” (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

Guidance for teachers:

The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback will look different across the 7 years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the structured approach outlined below may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

Specific information for feedback and marking in EYFS.

Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations.

Adults in the EYFS environment may mark children's work frequently and differently to children who are working within the national curriculum programmes of study. Any marking will be done in the presence of the child, it will be there to model or guide and exemplify how a child may need to do something in order to improve.

To help manage staff workload, and to complement evidence collection with the purpose of monitoring progression from teacher led to independent work, staff may choose to code written or created work to indicate how much of a task was completed with/without support. This decision has been made in collaboration with the EYFS team who find this process supportive in reducing additional record keeping and in helping build an accurate picture of a child's EYFS developing profile. Teacher planning will continue to build on observations of children's work and so that effective learning can take place. Information gleaned from working with individuals, groups of children and whole cohorts will inform and drive progress for all learners.

TS – teacher support

I – independent work

TS-I some teacher support and independence in the task

Proof reading and Editing

For every piece of work, children will be required to check and edit their own work before asking for an adult or peer to check it through. Non-negotiable criteria will be available for every child for every lesson where written work takes place, success criteria for all other lessons will be displayed or shared to help children check.

Proof reading: the teacher shares extracts from pupils' work using any variety of methods including visualiser, Airdrop, I pads, photocopying etc or by typing out a couple of lines and displaying them on the interactive board. Use examples of work which exemplifies meeting the objective and sensitively use examples of work which hasn't, collaborate on how to improve this.

Editing: Firstly, this will be an independent process using non-negotiable criteria or success criteria as pertinent to each lesson. Then, through well-developed peer marking practice, children will regularly be given the time to read together each other's work and suggest improvements, alterations and refinements. The author of the piece then makes these additions in purple pen to help the teacher see what changes have been made.

Feedback linked to English

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Teachers will have looked at pupils' work during or soon after the writing sessions and identified strengths and weaknesses. These will be linked to both the technical accuracy of writing through the acknowledgement of our schools' **non-negotiables agreed for each year group**: spelling errors, punctuation omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content. Where individual children have done particularly well or badly at something, teachers will make note of these areas and use these as future teaching points.

When a piece of work is closely guided by an adult, the corrections will not be made in purple pen, only independent corrections will use this method.

When a final piece of work is presented which will aim to reflect all the skills and knowledge taught across the unit, this will be read by the teacher, praise given in the forms of stickers/stamps and next steps for individuals or groups be reflected in the teachers planning.

Spellings: Whilst commonly misspelt words will be re-taught during whole class feedback, there may at times be a need to identify specific mistakes for individual pupils. These errors will be signalled to the children through the use of a wiggly line under the word. To ensure feedback is appropriate and timely, a maximum of two key spellings will be identified per piece of writing. This is entirely at the professional discretion of the teacher. Children will be encouraged to copy out the word, as a memory aide, for future spelling improvements.

Feedback in Guided Reading, will continue to be embedded as part of the reading carousel.

Feedback linked to Maths

In terms of day to day maths learning, in KS2, teachers should have the answers to problems available and after doing a set number of calculations (ideally 4 or 5), children should check their answers themselves. If they have misunderstood something, teachers are well placed to address this. Additionally, less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level. Another strategy teachers can use 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. When children have finished a task and before they can move on to another challenge they may, if appropriate, 'check-in' with a partner. The children check if both have the same answer and discuss how they solved it and other, more efficient, methods they might have used. If their answers are different then they need to work together to see where the mistake has taken place. Once done they move on to the next challenge.

Where children are more confident (and finish their work slightly earlier than others) it may be a valuable activity for them to 'mark' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again, faster and possibly mentally, so in effect doing work twice - thus getting the sort of over-learning that leads to solid long term retention.

Children must first check their own work. Checking involves the child thinking deeply about the knowledge they have just learnt. When you think deeply about something, it is much more likely to be moved from working memory into your long term memory - making it available to be recalled at will: "memory is the residue of thought." (Willingham, 2009). As an alternative to providing answers, teachers may sometimes use the visualiser to model ways of checking and then ask children to do the same, in effect 'proof reading' calculations.

Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet or success criteria grid, shared with the class at the start of the lesson, can help. Using the success criteria as a checklist to identify errors means children use them thoughtfully and only when needed.

It is important that 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. As with English, giving children work to 'mark' from fictitious other children, which includes common misconceptions, is a good way of helping to develop this.

In KS1 and EYFS, whilst the above-mentioned skills and routines are being taught and embedded, it may be necessary for teachers and teaching assistants to check through calculations for or with the children. In addition to this, whilst secure number formation is developing, incorrect formation may be identified using a wiggly line under the number.

Marking and feedback linked to Religious Education

As a Catholic school, the very core of core subjects is Religious Education. In line with diocesan requirements, each piece of work will be fully marked with reference to the learning objective and to reflect that the driver words have been addressed.

Where possible, children will mark each other's work and, using the structure of AT2, will engage with responses and questions to the work.

Teachers, where appropriate, will ask 'big questions' in response to **one piece of work** per unit of study completed.

RE scrap books will not be marked.

This policy was created by Mrs Sarah Roach April 2022

Agreed by Governors on:

Will be reviewed on May 2024