



# St Anne's Catholic Voluntary Academy

## Feedback & Marking Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **September 2021**

***The primary purpose of feedback and marking is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.***

***The audience for the feedback and marking is the children.***

### **Scope**

This policy applies to every leader, teacher and teaching assistant. It is the responsibility of classroom teachers, in particular, to ensure that pupils receive timely and effective feedback about their learning.

The policy applies to every subjects across the school curriculum. However, precisely how feedback is provided and acted upon across different subjects is likely to differ significantly, owing to the specific needs of each subject.

Similarly, pupils in younger year groups may receive feedback in different ways to older pupils.

### **Principles of feedback and marking**

We recognise the fundamental importance of feedback as part of the learning process. Effective feedback will enable pupils to identify and understand their errors and misconceptions and provide information to the pupil to help put them right promptly. The overarching aim of feedback is to ensure that pupils are able to learn the curriculum effectively.

It is important to note that feedback is NOT synonymous with marking. We are mindful of the workload implications on staff of written marking, and of the research surrounding effective feedback. There is very little evidence which suggests a notable impact from marking on pupils' learning, give the time many teachers devote to it. There is considerable evidence which indicates that marking places a significant burden on teachers and prevents them from using their time more efficiently and effectively to improve pupils' learning – for example, by planning high quality sequences of learning.



This is not to say that teachers will never 'mark' pupils' work. Written comments by teachers on pupils' work can serve to motivate, acknowledge work and effort, and pinpoint specific

improvements that can be made, including to presentation and pride in work. However, such marking should be judicious and efficient, and not be the main route by which pupils receive feedback about their learning.

Feedback should always be provided as close as possible to the 'point of learning' – that is, pupils should receive feedback at the point at which they are most likely to benefit from it, usually where they are applying new learning content. In many cases, this will be during a lesson or other session, where teachers will provide feedback to individual pupils, or groups of pupils, as a result of information about how well pupils are understanding the content of the lesson (for example, through questioning and dialogue with pupils).

Feedback (and, where appropriate, marking) should:

- be supportive and constructive
- be related to pupils' needs, attainment and prior knowledge
- ensure that pupils know how well they have done/are doing and what they need to improve and achieve well
- where appropriate, use modelling by sharing examples of how the intended learning can be met
- provide pupils with appropriate opportunities to assess their own work and that of others

Feedback should always lead to an action or response on the part of the teacher and/or pupil. This action might take the form of a response by the pupil in their work (for example, correcting, or re-drafting, work), or by the teacher re-teaching important content and checking that the pupil or pupils have a secure understanding before moving on.

Feedback, while primarily a key part of formative assessment, will also inform teachers' summative assessments of pupils' learning. For example, teachers will draw on their knowledge of the feedback provided to pupils, and their responses to it, when making summative judgments about pupils' learning (and, where appropriate, reporting on it – Insight Objectives).

Teachers at St Anne's will give feedback as much as is possible/appropriate during the learning within a lesson. This may be purely verbal feedback, to either an individual, group or whole class, or may involve writing/mark making on the page. Peer feedback is also encouraged wherever appropriate. Feedback should be centred on the success criteria for the learning at the time, however teachers should use their judgment to feedback on other areas relating to the learning. This way, teachers should know during the lesson who is mastering the learning objective and who needs more support and can adapt the lesson as appropriate (evident on whole class feedback sheets).



## **Monitoring and Evaluation**

Senior leaders are responsible for ensuring that assessment and feedback are implemented effectively and consistently across the academy. Subject leaders should regularly review the implementation and impact of assessment and feedback in their subject areas, and take any actions needed to improve its effectiveness. Quality assurance processes should always evaluate how well feedback is helping pupils to learn the curriculum effectively, and to put right their errors or misconceptions.

### **General Guidelines**

*Teachers and teaching assistants should be constantly giving verbal feedback to individuals throughout learning time. This could be very brief, or it could be more in-depth. Verbal feedback does not need to be recorded – it is evident all the time during teaching.*

*Written feedback (in blue pen) during a piece of work: should be very brief, done in conjunction with verbal feedback and responded to by the pupil (in red pen).*

*At the end of an extended write, the teacher may leave a short piece of written feedback on the work as a whole. This should not be overly long and should be at the child's reading level.*

*Peer-feedback (in purple pen): should be in light of the success criteria of the learning. Different styles of peer feedback should be used at the teachers' discretion, using their knowledge of the learning and age of the pupils.*

*SEND children should always have work that is appropriate to their needs and may require additional positive praise in their marking and feedback to build self-esteem and confidence.*

- All work is expected to be completed to a high standard. There should be high expectations for quantity and quality of work produced including presentation.
- All poor presentation is to be challenged.
- All pupils' work is engaged with daily and weekly/topic based whole class feedback sheets completed with re-teach and response time.
- When a child is absent the teacher/TA should record that they were absent. This is essential for showing the effect of attendance on progress.
- If work is marked by anyone other than the teacher, it must be initialled CT (cover teacher) by the member of staff carrying out the marking and they are expected to mark books in line with this policy.
- All teachers' handwriting must be in blue pen, neat, joined and legible – it is a model example to the children.



- Green highlighter can be used to identify good examples within a piece of work.
- Teachers may also choose to use their own stampers and stickers for additional motivation and reward.
- Moving learning forward - teachers write their question/comment in blue pen and indicate with pink highlighter that this requires a detailed pupil response. Pupils then respond in red and the teacher initials when they review the pupil's response.
- Spellings that a pupil needs to correct will be indicated by the teacher in pink highlighter and the correct spelling written by the pupil in red pen.

*(Responses/corrections from children should be evident next to/below original work in red pen. Original work should not be rubbed out. These should be acknowledged by the teacher).*



#### St Anne's CVA Feedback & Marking

Date:	Subject:	Teacher's Initials:	Year:
Learning Goal:			
Common GPS errors:	Praise/Good Practice:	Missing/Incomplete Work:	
Misconceptions:	Next Steps		
	Re-teach > whole class feedback	Date	
Interventions to complete with students working at (3) or (4):	Do Now/Exit Tickets	Date	
	Challenge	Date	
Curriculum Reflections: *What changes will you make next year to improve the learning of this learning goal?			