

St. Chad's Catholic Primary School



Marking & Feedback Policy 2023

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Committee: Teaching & Learning

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Chair of Board of Directors Yvonne Ndifor

St Chad's Catholic Primary School

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Persons: Mrs P Mitchener and DDSL Mrs J Mooney

Director Designated Safeguarding Officer: Mrs Abiola Boateng

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1. Aim

At St Chad's, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

We are mindful also of the workload implications of written comments, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, and other expert organisations. The Education Endowment Foundation research 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
- provide specific guidance on how to improve and not just tell students when they are wrong

We have investigated the effectiveness of feedback compared to the efficacy of written comments in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating (DfE: Eliminating Unnecessary Workload Around Marking, March 2016, p8-10). We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Our approach to feedback effectiveness and workload for teachers has also been mindful of Ofsted's guidance: Ofsted does not require schools to provide any written record of schools' oral feedback to pupils (Ofsted School Inspection Handbook, November 2019, p14).

2. Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;

- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

At all times, the central aim of these principles is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

3. 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 St Chad's, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

4. Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. Pink highlighter will be used to reflect that the learner has understood the objective and green highlighter will be used to highlight to the children areas that require improvement in the future.

In Foundation Stage & 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 & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. If the work is marked after the session the code T.T.T will indicate to the learner that they should talk with the teacher regarding a specific aspect of their work. 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.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks - which may occur in the Foundation subjects where there may be one piece of extended

writing per topic. These will allow children's achievements to be recognised and provide further guidance for future learning.

5. Target-setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments. Where appropriate, children will write their targets in their own words, and use these as success criteria in subsequent lessons.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

6. Appendix

Written Feedback Codes for EYFS

Written Feedback Codes for EYFS	
I	Independent work
CT	Class Teacher has supported this work
TA	A Teaching Assistant has supported this work
Sp	Spelling mistake – a tricky word that the children should be able to spell correctly, based upon their phonics phase

Written Feedback Codes for KS1

Written Feedback Codes for Key Stage 1	
CT	Class Teacher has supported this work
TA	A Teaching Assistant has supported this work
V.F	Verbal feedback
T.T.T	Talk to the teacher
TA cover /Supply cover	Lesson has been taught by a Teaching Assistant or Supply Teacher

Sp	Spelling Mistake: errors underlined, denoted in the margin and written once to enable children to copy out 3 times
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Written Feedback Codes for KS2

Marking Codes for Key Stage 2	
Highlight in pink	Exceptional work
Λ	Omissions
Sp / P / G	Error indicated by a wiggly line in the relevant place, to indicate Sp (spelling); P (punctuation) or G (grammar)
©	Corrections
.	UKS2, a dot in the margin may be used to indicate an error on a line without specifying what the error is, or where it occurs
//	New paragraph
(V.F)	Verbal feedback
(T.T.T)	Talk to the teacher
(CT)	Class Teacher has supported this work
(TA)	A Teaching Assistant has supported this work
TA cover /Supply cover	Lesson has been taught by a Teaching Assistant or Supply Teacher

Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work