

ST JOHN'S CATHOLIC PRIMARY SCHOOL

'Let the light of Christ shine in us'



MARKING AND FEEDBACK POLICY

Ownership: Full Governing Body

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was adopted by the Governing Body in September 2020 – it is therefore, due for review in the Autumn term, 2022 (or sooner if required).

Signature:
Head Teacher

Date:.....

Signature:.....
Chair of Governors.

Date:.....

Formative Assessment/ Feedback for Learning

At St. John's we make clear our aims for feedback. Formative Feedback is used to note pupil's strengths/areas for development, adapting teaching to respond to pupils' needs. Pupils are taught to be involved in this process, evaluating their own learning and that of their peers.

Our aims for Feedback are:

- To ensure pupils make good progress from their starting points.
- To highlight areas of development, improvement and challenge for pupils
- To encourage pupils to be reflective and have ownership of their own learning
- To inform future planning, teaching and assessment
- To ensure misconceptions are identified and addressed
- To encourage effective dialogue for improvement (both with peers and staff)

The principles of effective feedback at St. John's are:

That during a lesson:

- Feedback is timely and responsive to the needs of individual pupils (through group feedback, learning stops and individual feedback).
- Feedback can be to the whole class, groups or individuals
- An active, purposeful dialogue is created through verbal feedback during the lesson.
- Time is given for pupils to respond and purposefully engage with feedback
- Pupils' work may be annotated by pupil/adult - any written feedback is minimal, focusing on marking against the success criteria.

That after a lesson:

- Pupils' work is reviewed for feedback
- Strengths and areas for development maybe noted
- Pupils' work may be annotated by the adult - any written feedback is minimal, focusing on focusing on marking against the success criteria.
- Pupils' work will be highlighted as to whether they have met the objective/ partially met or have not met the objective for the lesson (or group of lessons).

Feedback guidelines:

- Adults will make clear to children whether they have met the objective/ partially met or have not met the objective for the lesson. (This will be one through pink and green highlighters –Pink is having met the criteria/ Half Pink/Half Green – if they have partially met the objective/success criteria/ Green – not having met the criteria/objective for the lesson)
- Any adult annotation is in green pen
- Visual code may be used to demarcate verbal feedback and peer assessment (VF – Verbal Feedback/ PA – Peer assessment/ T – Teacher/ TA – Teaching Assistant)
- Pupils are taught to assess learning against the toolkit/success criteria/personal targets

Throughout this policy we will highlight how this will work in practice:

Introduction to learning

Each piece of work, in every subject we teach, will begin with a learning objective and a date.

In Key Stage One, this will be printed (by Spring 2, Year 2 children should be writing their own). In Key Stage 2, this will be handwritten (or typed when necessary). In these circumstances, the learning objective will be printed.

Success criteria will be shown and delivered to the children, however there is no requirement to record this in the books.

Pupil sharing of learning

Children should be able to answer the types of following questions:

- *What am I learning in this lesson?*
- *What skills or knowledge am I learning in this lesson?*
- *Why am I learning this (what is the final outcome) and how will it help me?*
- *How will I know that I have been successful in this learning?*
- *Where am I on the learning journey and how can I get to the next stage?*

Teachers should evaluate and reflect on their lessons using these questions:

1. *What learning is going on?*
2. *Is the learning appropriate?*
3. *Is the learning sufficient?*
4. *Is the learning engaging?*
5. *What are the adults doing to help learning in the classroom?*
6. *What is the school doing to help learning in the classroom?*
7. *What barriers to learning does this child/cohort have?*

Providing Feedback to pupils

At St. John's, we believe that pupils make the most progress in lessons when feedback is immediate and misconceptions are addressed at the point of learning.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants.

These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Whole class feedback

Whilst looking at books at the throughout and at the end of the lesson, teachers will note the key messages to feedback to children at the start of the next lesson. This will be completed at the discretion of the teacher and will impact on both planning and assessment.

This feedback can then be fed into the next lesson. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Evaluating Learning

Equity

Work and tasks are structured to be challenging to promote progress.

Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given, a mark will be made alongside the children's work which will state:

1. Teacher Assisted Work (T)
2. TA Assisted Work (TA)

Our Curriculum

The Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, this will be evident in the weekly plans.

Quality Assurance and Assessment

Progress and attainment will be evaluated by the SLT on a termly basis.

The Headteacher, senior members of staff and subject leads will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.