

St Francis Of Assisi Catholic Primary School



Marking and Feedback Policy

Signed by:			
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Statement of intent

St Francis Of Assisi understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
- Is consistent across the school and across subjects

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all subjects within the school.
- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Subject leaders are responsible for:

- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback, allowing them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.

- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.
- Initial the work if they are not the class teacher ie. Supply staff, Associate Teachers.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Respond to the marking by making improvements either in the piece of marked work or future work.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, the subject leader/SLT/Headteacher will be available to offer guidance and support regarding the school's procedures.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

- Does the marking show up against the children's work? (Green pens will be used to easily identify marking against children's work and for consistency across subjects and the school)

Pupils will be given time to reflect on their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Letters to parents
- Verbal praise in a one-to-one setting

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods. Reflection, modification and improvement become a natural part of the learning process.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in R.E

Marking in R.E takes into account the use of key skills as specified by the Archdiocesan age-related standards. Teachers are mindful of these when marking and feeding back to pupils, taking into account whether the key skills are subjective. For example, personal reflection. Marking and feedback is given in a sensitive manner, using teacher's knowledge of pupils. Marking and feedback will relate to the learning objective, with consideration for pupils to self-reflect upon their learning, including responding to marking. VF can be used to indicate verbal feedback. Positive praise including house points and dojo points can also be given.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers

- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
- Rectifying a misunderstanding.
- Reinforcing a skill or piece of information.
- Improving on a pupil's understanding or ability to do something.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given using the 'VF'.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Pupil Remote Learning Policy.

Work completed at home will be submitted via email or through the school's e-learning portal (Class Dojo).

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood. The SENCO will contact parents of pupils with SEND to ensure they are completing their work.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Pupils who are in school will receive feedback in line with the Feedback section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

Improvement plans

The headteacher will circulate any plans to improve practice to members of staff.

The headteacher/SLT/subject leaders will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to subject leaders/SLT/Headteacher.

Teachers' marking and feedback will be reviewed by subject leaders/SLT/Headteacher on a termly basis to ensure that practices are consistent and effective.

- Teachers will submit three books from their class for cross-checking.
- A staff meeting will be held on a termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is March 2025.