



# FEEDBACK AND MARKING POLICY

Personnel and Curriculum Committee



Finance and Premises Committee

Full Governing Body

Christian Character Committee

Headteacher Nicola Pierce	Signature <i>N Pierce</i>	Date: 28/04/2020
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**Our Vision: To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together.**

# St. Augustine's Junior C of E (VA) Junior School

## Feedback and Marking Policy



### INTRODUCTION

At St Augustine'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 marking, 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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Its expert group emphasised that marking should be: **meaningful**, **manageable** and **motivating**. 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.

### KEY PRINCIPLES

Our policy on feedback and marking 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 aim 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 opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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.

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### 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.

At St Augustine's, these practices can be seen in the following practices:

FEEDBACK	What it looks like	Evidence
<b>IMMEDIATE</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide further support/ challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/ annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ snapshots.</li> <li>• Evidence of annotations/ marking/ highlighting.</li> <li>• Book work will evidence work completed as a result of AfL.</li> <li>• VF marking code will evidence verbal feedback given during the lesson.</li> </ul>
<b>SUMMARY</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self or peer assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focussing on area of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ snapshots</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self and peer assessment</li> <li>• May be reflected in selected review feedback (marking)</li> </ul>
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/ annotations/questions which move learning on for pupils to read/ respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments/ "moving on" questions/ extension activities and appropriate responses/ action</li> <li>• Adaptations to teaching sequences compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

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## MARKING APPROACHES

All work will be acknowledged in some form by class teachers. 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. 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.

Adult marking should always be in **GREEN** pen.

Cover teachers are expected to mark and initial any work they have taught.

**It is vital that children are given opportunities to respond to marking at the beginning of each lesson. Children should always respond in red pen and initial adult comments to show that they have understood the comments.**

**Teachers must monitor responses to feedback closely and acknowledge responses clearly.**

## READING

Reading comprehension and Book Talk work is marked by the child in consultation with a teacher/TA during group reading sessions

## WRITING

It is expected that the vast majority of learners will:

- Always use basic punctuation correctly;
- Be able to spell high frequency words correctly at all times.
- Use “book marks” to record frequently mis-spelt words.

Age related writing expectations are stuck in the front of all writing books. Children are given time throughout a writing unit to use these for self assessment.

Children who are capable of doing this, but choose not to apply these, will be expected to attend break time “Punctuation and Spelling Club”.

## Presentation

- All work must begin with the full date, underlined with a ruler, and have a learning question;
- If a piece of work continues onto the next day, a new date should be present;
- Pencil should be used unless a child has been awarded a Pen Licence;
- Children should write on every other line, leaving a blank line for editing;
- Any mistakes should be crossed out with one line;
- If a child is absent for a piece of work, this should be recorded in their book.

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Highlighters are used to indicate improvements which should be made to a piece of writing. Highlights should be placed on the word to be corrected/ in the margin/at the end of the piece of work – depending on the age and ability of the child - to indicate that improvements need to be made in the following:

<b>PRESENTATION</b>	<b>PUNCTUATION/SPELLING</b>	<b>TENSE</b>
<b>TEXT COHESION</b>	<b>VOCABULARY</b>	

## MATHS

Each child has a “reflection of learning grid” stuck into the front of their maths fluency books. At the end of each maths unit, children are expected to reflect on what they have learned in the unit, and set themselves a target for their maths learning.

### Presentation

- All work must begin with the short date, underlined with a ruler, and include a learning question;
- Pencil should be used for all maths work;
- Maths work should go down, not across, the page;

Calculations should be set out as below;

1)			4	2	
		+	2	7	
			6	9	
2)			1	7	5
		+	2	2	4
			3	9	9

- **QUESTION NUMBER/LETTER FOLLOWED BY BRACKET**
- **LEAVE 2 SQUARES BLANK BEFORE WRITING CALCULATION**
- **EACH DIGIT MUST BE WRITTEN IN A SQUARE.**
- **LEAVE 2 SQUARES BLANK BEFORE NEXT CALCULATION**
- **RULERS MUST BE USED FOR CALCULATIONS**
- **MISTAKES IN CALCULATIONS MUST BE CORRECTED BY RE-WRITING THE CALCULATION NEXT TO THE INCORRECT CALCULATION.**

Highlights should be placed next to the calculation/answer, or at the end of the day's work, to indicate that improvements need to be made in the following:

<b>PRESENTATION</b>	<b>SHOW YOUR METHOD</b>	<b>WRITE YOUR OWN EXAMPLE/CHALLENGE</b>
<b>CORRECTION REQUIRED</b>	<b>RE-READ THE QUESTION</b>	

## OTHER CURRICULUM AREAS

# St. Augustine's Junior C of E (VA) Junior School

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- In topic books, all work must begin with the full date, underlined with a ruler, and include a learning question and the subject being taught;
- We have the same expectations for marking, presentation, spelling and punctuation in other curriculum areas as we do in writing books.

### 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.

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 need and progress.

“Strive, Challenge, Enjoy” (SCE) children are set personal targets in consultation with their class teacher. Blue pen is used in these children's books to acknowledge that a target has been met.



# MARKING CODE

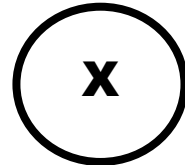
## ENGLISH



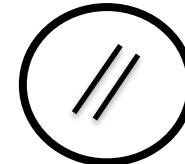
**Verbal Feedback**



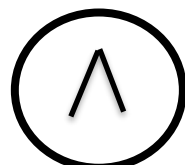
**Learning Objective has been met**



**A mistake needs correcting**

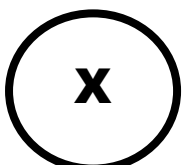


**New paragraph needed**



**Missing word**

## MATHS



**A mistake needs correcting**



**Learning Objective has been met**