



FEEDBACK AND MARKING POLICY

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Date ratified: *****

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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.

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.

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
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 further support/ 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/ snapshots. • Evidence of annotations/ marking/ highlighting. • Book work will evidence work completed as a result of AfL. • VF marking code will evidence verbal feedback given during the lesson.
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, focussing on area of need 	<ul style="list-style-type: none"> • Lesson observations/ snapshots • Timetabled pre- and post-teaching based on assessment • Some evidence of self and peer assessment • May be reflected in selected review feedback (marking)
REVIEW	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/ annotations/questions which move learning on 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/ "moving on" questions/ extension activities and appropriate responses/ action • Adaptations to teaching sequences compared to planning • Use of annotations to indicate future groupings

MARKING APPROACHES IN ENGLISH AND MATHS

As a school, we have decided that verbal feedback within a lesson is the most valuable form of feedback, as a result both teachers and teaching assistants will provide this within a lesson. Verbal feedback will be evidenced with a 'VF' and a brief summary of the conversation that took place. This will be recorded in **green** pen in the margin by the adult who provided the feedback.

On some occasions, modelling or further questions may be necessary to help with a child's understanding. This will also be completed in **green** pen. Additional challenge questions may be evident in order to move learning on.

Children will respond to any form of feedback in **purple** pen. The edits that children make to their work should reflect the feedback given.

Cover teachers are expected to mark and initial any work they have taught using the VF symbol.

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

For WCSE children, additional marking may be evident in English and maths books. This will include a WCSE stamp, accompanied by a word or summary of the conference that took place between the adult and learner. Any responses from the pupil will be completed in purple pen (in line with our whole school marking approach)

READING

Reading comprehension work is marked by the child in consultation with a teacher/TA during group reading sessions. Children are expected to correct/edit their work using purple pen.

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.
- Spelling aids are put in place, where appropriate

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.

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 otherwise instructed by a teacher
- Children should write on every other line, leaving a blank line for editing
- Any mistakes should be crossed out with one line

MATHS

Each child has an assessment grid stuck into the front of their maths books.

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.**

OTHER CURRICULUM AREAS

- In all other books, all work must begin with the full date, underlined with a ruler, and include a learning question. If the work is not written directly into the book, the colour coded border for each specific subject should be used.
- We have the same expectations for feedback, presentation, spelling and punctuation in other curriculum areas as we do in writing books.
- Verbal feedback can be provided in the same way as in Maths and English where appropriate. (Teacher VF in green pen with a brief summary of discussion and child respond in purple pen)
- Traffic light stamp is to be used for all non-core assessments (not Art Journals) to communicate whether the learning objective has been met.

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 most cases, targets are clearly set out through use of verbal feedback comments and pupil responses.



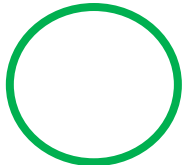
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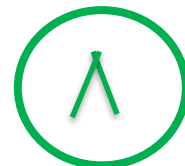
Verbal Feedback



Learning Objective has been met



New paragraph needed



Missing word

Highlighters