



St. Patrick's Catholic Primary School

Marking and Feedback Policy

Written by	Approved by	Approval Date	Review Date
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Purpose

Marking and feedback should:

- Relate to the learning Intention
- Celebrate the children's successes in their learning
- Provide meaningful feedback which the pupil can act on
- Enable a pupil to make corrections or improvements to a piece of work
- Support pupils in becoming independent learners
- Assist in the assessment of a pupil's progress
- Enable the teacher to plan for future learning
- Support pupil's in their next steps in learning
- Be consistent across the whole school.

Learning Intentions

In EEF'S guidance report, Teacher feedback to improve pupil learning, it is recognised that effective feedback should always follow high quality initial instruction. It states that feedback should,

1. Set learning intentions (which feedback will aim towards)
2. assess learning gaps (which feedback will address)

Teachers must

A. know exactly which learning intention each lesson aims towards (each learning intention should form part of a carefully planned sequenced curriculum)

B. make good use of modelling, explanations and scaffolds to support learning to avoid overloading pupils' working memory by breaking down complex material into smaller steps, i.e. success criteria/steps to success

Success criteria

Success criteria (steps to success) are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and pupil make judgements about the quality of learning.

General guidance

Pupils should know the learning intention at the start of the lesson and know how they will be successful using steps to success. Teacher's feedback should relate to how well the pupil has performed in relation to the learning intention. A Learning intention normally begins with 'To be able to....', 'To know.....' or 'To understand...'. The learning intention should be written in neatly in a pupil's book at the beginning of each piece of work or should be printed and stuck in (Foundation stage, Y1 and term 1 in Y2).

Teacher should mark all work with blue pen and responses by the pupils should be in green pen or pencil.



Adults in school should also model the correct handwriting in children's books following the handwriting policy.

If individual questions are being answered they should be marking with a tick or a dot.

Spellings

If spelling corrections are required, a maximum of 3 spellings per piece of work will be corrected. Words chosen for correction should be in line with the child's ability e.g. high frequency words, words containing sounds taught in phonics sessions, words with a recently taught suffix etc, Correct spellings will be written above a child's miss-spelling in blue pen.

Types of Feedback and Marking

Feedback is a continuous approach that all staff in school use throughout all lessons but they may fall into the following categories.

Immediate feedback: This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

Summary feedback: This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.

Distance feedback: This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts. This, in turn informs planning for future learning opportunities which includes use of feedback sheets to focus on the next steps for the whole class, groups.

Type of Feedback	What it might look like	Evidence
Immediate	<i>Takes place within lessons as part of teaching.</i> Responsive teaching Includes teachers gathering feedback from verbal responses, mini-whiteboards, book work, cold calling, questioning, think-pair-share, say it again better. Takes place in lessons with individuals, small groups or the whole class. Is given verbally so that the impact can be immediate. May be given by teaching assistants, other adults or peers May involve further support, challenge or a change of task May re-direct the focus of teaching or the task. Does not need to be evidenced by way of written	Classroom Observations and Learning Walks. Teachers may make notes in their feedback books or children's work books whilst they are in the process of teaching.



	comments.	
Summary	<i>Takes place at the end of a lesson or activity</i> Usually involves groups or whole classes Provides an opportunity for evaluation of learning in the lesson. In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.	Classroom Observations and Learning Walks. Evidence of self-assessment (Children respond to feedback in green pen) Evidenced in teachers' feedback books
Distance	<i>Takes place away from the point of teaching</i> Provides teachers with opportunities for assessment of understanding. Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session. The use of teachers' feedback books to organise feedback and support their teaching within the next lessons.	Monitoring of pupils' books, teachers' whole class feedback books, through professional discussions between teachers and leaders. All children's work is acknowledged. Spelling, grammar and calculation errors may be corrected. Use of feedback books to indicate next steps.

Children complete their work in lessons. Books may be looked at during the lesson and 'live marking' or the books are handed in at the end of the lesson and the teacher then reads each child's work and analyses the common errors being made. Each piece of work is ticked to acknowledge that the work has been checked and spellings corrected where appropriate.

Any parts of work that the teacher would like to share with the class in the following lesson may be indicated with an asterisk. Any basic errors (e.g. GPS errors in English and number fact errors in maths) may be indicated by the teacher. Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes in their teacher's feedback book.

Teachers make notes in order to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. At the end of the lesson or at the start of the next lessons, a 'Feedback Session' takes place and children in Y2 to 6 use green pen to correct or improve their work if this is appropriate. We are always mindful that the purpose of feedback is to improve the pupil's learning and not just to improve individual pieces of work.

Teachers have 4 feedback books – Mathematics, English, Foundation subjects and RE.



This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan a feedback session and adapt the next lesson in light of the feedback.

A typical feedback session will be 5 – 10 mins and will allow an opportunity for pupils to reflect on work, make appropriate corrections or improvements or extend learning.

All adult marking is done in blue pen. Self-marking and editing is done in green pen.

What a 'Feedback Session' looks like –

Teachers use their feedback notes to feedback to a class on their previous lesson (this should take approximately 5–10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). A typical session might have the following features...

1. Share good work picking out the key features (using a visualiser)
2. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
3. Common misconceptions from previous lesson are shared and re-taught. Children may practise applying their knowledge on whiteboards etc.
4. Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in green pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Please note that on occasions it is more effective to adapt future planning rather than deliver a feedback session in this way. For example, if you notice a number of children have struggled with tenses in their narrative writing it may be more appropriate to plan a sequence of teaching to address this rather than deliver a short feedback session.

Notes on Feedback in Specific Lessons

English

Where possible children will mark their own work but often in English lessons this is not possible. Teachers will review each pupils' book after a lesson and tick the work to indicate it has been reviewed. A small number of grammar, spelling or punctuation errors may be highlighted to be corrected.

Mathematics

In maths, it is expected that where possible children will be involved in marking their own work at the end of a lesson. If questions are left unmarked by pupils, then teachers will mark any unchecked questions to assist their analysis of the lesson. All maths work will be acknowledged with a tick. Where corrections are required and are deemed a valuable use of time the teacher will indicate these to the children.

RE



In RE, pupils will be expected to reflect on work at the end of the lesson this should be linked the head, heart and cloud. Teachers will identify any areas of improvement or extension in their feedback books. This will be followed up during the feedback session at the beginning of the next lesson.

Foundation subjects

All work in the foundation subjects will be ticked to show it has been checked and praise comments or stickers may be used as appropriate. Key spellings that need correcting may be indicated and general comments may be written when needed. Teachers will record any feedback in their Foundation Subject feedback book which they then use in the following lesson to shape their teaching and feedback to pupils

Guidance for use of 'whole class feedback'

1. Each week teachers will create a timetable with Learning Intentions for each lesson.
2. The timetable will be annotated with notes relating to feedback focussing on, work to praise, misconceptions, next steps, key spellings
3. Different lessons will generate different amounts of feedback
4. Feedback should be focussed on the specific subject e.g. a focus on the science not grammar in a science lesson.
5. Sometime the best way to address a misconception is through adaptation of future planning.
6. In September 2023 we will introduce feedback books
7. Teachers will have 4 feedback books as follows...

Maths Feedback book	Yellow cover. This can be any size of square or one with blank pages.
English Feedback book	Pink Cover. This can be any size of line.
RE Feedback book	Purple cover. This can be any size of line
Foundation Subject book	Red cover (same as History book). This can be any line size.

8. Teachers will use a blank page for each lesson in Maths, English and RE books but can use the same page for multiple lessons in the Foundation Subject book.
9. Each lesson's feedback must have the short date and a short 'title' to indicate the content of the lesson. In the Foundation Subject book this must include the subject name e.g., 'History – Pyramids'
10. Feedback books are used by teachers make notes on what they want to provide feedback on either in the next lesson or at some point in the future.
11. Some feedback that is recorded in the books may be used to inform future planning and may not be fed back in a feedback session.
12. There is no particular expectation about the amount of feedback provided for each lesson. Different lessons will generate different amounts of feedback notes. There is an expectation that notes will be readable by another adult and that the nature of the feedback is clear.
13. Teachers can set out the way they record their feedback in different ways to suit the year group and the nature of the lessons being taught.
14. Feedback should be subject specific. For example, feedback from a science lesson should primarily be about the misconceptions the children have about science rather than more generic feedback about presentation or grammatical mistakes. This feedback is still important but the feedback on the learning within the subject should take priority.
15. Each lesson typically starts with feedback from the previous lesson. This session will vary in length based on the amount and nature of the feedback but is typically 5-10 minutes.



16. A feedback session typically follows this structure
 - a. Sharing best work and good examples with specific praise
 - b. Addressing basic errors (e.g., spellings, grammar, presentation)
 - c. Addressing subject specific misconceptions
17. Pupils use a green pen to edit and improve their work in a feedback session although we are always mindful that feedback is intended to improve pupils' learning not just improve individual pieces of work.
18. Sometimes the best way to address pupil misconceptions is to adapt future planning rather than deliver a feedback session in the next lesson. This means that on occasions there may be no immediate feedback session seen in the lesson.

Pupils should respond to all marking with in green