

Saint Christina's School Marking and Feedback Policy

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Distribution: Teachers, Phase Leaders, TAs, Policy Library

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will generate a conversation between teacher and learner and give students a clear sense of how they can improve, with pupils responding and making progress as a result.

1. Aims of Feedback

- 1.1. To provide pupils with feedback which they can reflect upon and understand in order that they can learn more effectively;
- 1.2. To acknowledge achievement;
- 1.3. To improve the quality and accuracy of pupils' work by:
 - identifying areas for improvement;
 - providing strategies for students to improve;
 - facilitating effective and realistic target setting for student and/or the teacher;
 - encouraging students to have a sense of pride in their work;
 - encouraging students to aim for perfect presentation;
 - correcting mistakes, with a focus on Literacy skills.
- 1.4. To involve pupils in a conversation about their own learning with a view to focus themselves better and take greater ownership of their own learning
- 1.5. To facilitate the monitoring of pupils' progress with a view to informing the planning and structuring of the next phase of learning.

2. **Principles:** "You can take a horse to water but you cannot make it drink". So it is with learning. Our teaching can be outstanding but ultimately if a child is going to maximise their progress they must be able to understand how to improve. It follows therefore that:

- a) Pupils should understand the purpose of a task, what is required and the criteria for assessment;
- b) Feedback should be timely and respond to the needs of the individual student so that they can actively engage with their learning and improve their performance;
- c) It follows that feedback will create a conversation between teacher and learner that will be thoughtful, encouraging and analytical and will be clear in its guidance for improvement e.g. through the setting of targets for improvement;
- d) When work is returned to students time (DIRT: Dedicated Improvement and Reflection Time) should be allowed for students to read the comments made by

the teacher and engage with the feedback (e.g. through the setting of a personal target);

- e) Work will be assessed according to a common framework which takes into account achievement and attainment relative to, for example, baseline data criteria.
- f) Where appropriate, students may be encouraged to assess their own work against the learning objectives and success criteria. Peer feedback can be a valuable tool for learning, but needs to be well structured by the teacher (AFL).

3. Type and frequency of verbal feedback

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

4. Type and frequency of written feedback

- 4.1. The frequency of each type of written feedback will vary between subject areas and key stages; agreed minimums should be clear in the marking policies of each departmental area and will feed into the giving of half-termly grades;
- 4.2. Detailed feedback at the end of a piece of work will clearly identify **strengths** and **targets / areas for improvement** that pupils can then act upon to improve their learning (this may be in the form of points that need further explanation, *target setting*, *'Stars and wishes'*, *'Goals and assists'*; etc.,);

5. Literacy and numeracy feedback

- 5.1. If the literacy standards of our pupils are going to improve it follows that all staff give consistent, appropriate and targeted feedback;
- 5.2. For pupils to take pride in their work they must realise that literacy is important in **every** subject. Accurate and ambitious spelling, punctuation, grammar and paragraphing should be encouraged, and where demonstrated praised; inaccuracies should be identified and corrected – either by the students themselves or by staff;
- 5.3. That said, indicating every spelling error is not only time-consuming for staff but unproductive in terms of pupil learning. It can also be demoralising for some pupils where work which meets the learning objectives of the lesson is returned covered with red ink by the teacher. Teachers will therefore identify the most significant literacy errors made by the pupil and the pupil should normally be required to correct a reasonable number of them. Teachers will also focus on subject specific terminology for correction and learning.
- 5.4. **Work should be marked for literacy using the following symbols:**
 - a) Underline (and correct) key spelling errors putting 'Sp' in the margin

- b) // in the student's work, means start a new paragraph
- c) /\ missing words
- d) a wavy line under writing that does not make sense grammatically
- e) Circle or underline inaccurate or missing punctuation/capital letters.

5.5. We all have a responsibility to ensure that pupils have good numeracy skills and should be aware of guidance issued, and support offered by the Maths Department, to maximise consistency of approach and terminology across the curriculum.

6. Monitoring and Evaluation

- 6.1. Phase and Subject Leaders will ensure their feedback policy supports the school policy. This policy should clearly identify the type and the expectation of frequency of feedback in subjects;
- 6.2. Senior teachers and subject co-ordinators undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students, work scrutiny etc;
- 6.3. The Headteacher and Phase leaders oversee the quality of marking and feedback.

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Appendix A: Marking and Feedback Policy

A.1. Peer assessment

- A.1.1. Effective peer feedback is rigorously structured and modelled by the teacher;
- A.1.2. Written peer feedback should be clearly titled and underlined as 'Peer Feedback' and it should include the name of the student giving the feedback. The use of a post-it note can make this form of feedback even more effective;
- A.1.3. Pupils need to be well trained over time to effectively peer assess one another.

A.2. Self assessment

- A.2.1. Pupils need an explicit and clear structure to identify their learning needs;
- A.2.2. Teachers should share success and/or assessment criteria where appropriate.