

The Catholic Primary Schools of the Waveney Valley

St Benet's



St Edmund's



Marking and Feedback Policy

Introduction

We believe we should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Feedback should help children to become reflective learners and to close the gap between current and desired performance. 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises 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 has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modeling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.

- The 'next step' is usually the next lesson.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure

General Marking Objectives

Looking for learning (LfL)

At The Catholic Schools of the Waveney Valley we have created a learning focused environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

LfL helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.

Our School Learning Definition:

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupils will also have the opportunity through their lessons to consider whether they are developing, consolidating, mastering or have mastered their learning outcome each lesson.

Introduction to learning

Each piece of work, in every subject we teach, will begin with a WALT - We Are Learning To, consolidated with a reason why we are learning this so that children are able to make these connections. These will contain the Learning Question (LQ) for the lesson and the success criteria (if this is not being generated collectively with the children in the lesson).

Responsive Teaching

Looking at pupils' work, either within the lesson or after it, and responding to what is seen, is the most important form of feedback. It's feedback for the teacher, about the pupil. The teacher needs to use this feedback to decide what happens next.

Should they:

Reteach - they don't understand this. I need to reteach with different examples

Revise - they know something about this but we need to go over it again because otherwise they will forget it

Redraft - they can do this better. I need to model how to improve it.

Practice - they can do this but it is not yet automatic

Check - I need more information before I am convinced they really have this securely

Move on

Opportunity for Challenge

We believe that all children are entitled to challenge. We know that children are keen to be challenged, attempt difficult work, be exposed to authentic and challenging materials and this is seen as a privilege. Differentiation through closed worksheets does not stretch children in the same way. However the challenging material should be accessible through discussions, modeling and deliberate practice.

In lessons, there may be further challenges throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to achieve Greater Depth Standard are able to do so.

Pupil articulation of learning

"Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged and thinking is challenged."

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Teachers should evaluate and reflect on their lessons using the LfL questions:

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

Providing Feedback to pupils

At The Catholic School of the Waveney Valley, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach. Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention.

Marking may take place at this time too - showing the children the successes they have achieved and giving extra direction to support or extend learners. This can be done through Pink for Think highlighter, Green for Good highlighter pens.

Feedback Strategies

Teacher will use a range of strategies within their class e.g. Talk partners, no hands up, lollipop sticks, diagnostic questioning, ABC questioning to ensure that all pupils are involved in the feedback process.

We use pre-learning tasks at the beginning of a unit of work to help us assess children's understanding without any teaching. This helps us to inform our planning, groupings and children's interests.

At the end of a unit of work, success criteria are used as part of the 'hot' task. This helps the children to apply what they have learnt over the unit into their final showcase piece.

Children are encouraged to showcase what they have learned in the use of 'double page spreads'. Which allows them to take some creative and artistic approaches to their end of unit assessment.

Teachers will use a whole class marking grid at the end of a piece of work and use this to identify any misconceptions that will be addressed in the next lesson.

Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to give feedback to children at the start of the next lesson using the proforma for whole class marking. This will be completed at the discretion of the teacher although it is recommended that the teachers complete two per week for English and two per week for Maths.

This can feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Modeling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

The use of low threat quizzes and using knowledge organisers regularly will be used as a means of assessing the children in class.

Marking Strategies

All work will be marked in terms of acknowledgement of the child's work, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in all books or for every piece of work. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson.

However, basic skills errors must be marked and children should be given DIRT time to polish their work using their purple editing pen.

In addition, regular written praise to highlight significant achievements should also be included in books to help children identify when they are making significant gains in their learning.

Teachers are required to identify the successes and areas for development using the agreed procedure:

Pink for Think and Green for Good

All work must be acknowledged in some way, even if this is a tick or smiley face.

In RE there should be evidence of how the teacher is posing questions to the pupils to draw out a deeper understanding and response.

Evaluating Learning

Reflections

In Key stage two, we will also ask children to write a written reflection about their learning. This will be written throughout stages of a unit of work to help the class teacher and pupil understand what will help to develop learning further.

Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to reach mastery.

Children will also receive regular opportunities to peer assess in lessons to help support one and other on the learning journey.

Online apps such as NearPod and Plickers will enable teachers to gain whole class reflections and answers remotely through use of technology.

Other points

Our Enquiry Curriculum promotes independent learning which provokes curiosity and all children are expected to investigate in all areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and assessed by the teacher and pupil. The school advocates the use of 'pen down days' to support teacher workload.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings

and assessments from class teachers.

The Headteacher and senior members of staff will conduct termly work scrutiny and pupil conferences to ensure the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour; it may mean supporting pupils to read comments; or it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's support agreement as required.

Presentation of Work

Should be of the highest quality and should have an audience where possible.

It should be artistic and as such connects their heart to their learning - closed worksheets will not do this.

It is important to draft, take feedback and redraft this is all an important cycle of improvement.

- The date will be written and underlined (long format for literacy based work (day - date - month - year) and short format for numeracy (date - month - year), younger
- children or those working at a lower ability will work towards this expectation.
- A line will be missed and then the title/learning objective for the piece of work will be written and underlined. Another line will be missed before the child starts their piece of work. Teachers may wish to refer to this process of date - underline - miss a line, title
 - underline - miss a line as 'DUMTUM'.
- The learning objective does not have to be fully written, a shortened version may be used or stuck into books or the learning question written.

Literacy and written tasks

- The agreed school handwriting format should be taught and consistently used by pupils and staff.
- Pencils will be used by pupils until they have developed a neat and legible handwriting style and then the pen should be used in every piece of written work.

Mathematics

- Children should be taught to place one digit in each square in their numeracy

books.

- Presentation should continue to be a focus in all aspects of mathematics. Children should move to books with smaller squares as appropriate to their needs.