

St Teresa's Catholic Primary School

Feedback & Marking Policy



'Christ be in our heads, in our hearts and in our hands'

This policy complements the Teaching and Learning policy at St. Teresa's Catholic Primary School. It is a vital component in maximising the full learning potential of all our pupils.

The aim of Feedback is to lead to improvement in pupils' understanding and work.

Principles

- Wherever possible, pupils should be involved in feedback practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be oral and/or written
- It may be immediate or reflective (i.e. working with the pupil or away from the pupil)
- Pupils should be given opportunities to respond to feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback should predominantly focus on the learning objective. However, spelling, grammar and presentation should also be commented on, as appropriate
- Feedback will also provide a positive response and promote high expectations and engagement in learning

Feedback in the AfL Cycle

To maximise the impact of feedback it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)

- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback given will inform planning for learning

Feedback Strategies

- **Whole class feedback** – given by the adult after completion of any activity. Used to address any misconceptions or common teaching points. This may be recorded on a whole class feedback form.
- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place.
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways.
- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- pupils should be able to read and understand the comments or have the comments explained to them
 - comments should be spelt correctly
 - the school handwriting policy should be followed when writing comments.
- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Verbal Prompts:

Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster with teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could calculate $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

$$6 \times 10 = \text{ or } 10 \times 6 =$$

MARKS AND SYMBOLS

Whilst there isn't the need to be totally prescriptive in terms of marking there is a need for greater consistency.

1. The front of all exercise books will be labelled with: -

NAME

SUBJECT

CLASS

SCHOOL LOGO

There must be no doodling on books

2. Most children's work will be dated and given a title, which will be underlined using a ruler.

- KS 2 – Follow DUMTUM (Date, Underline, Miss a line, Title or Learning Objective, Underline, Miss a line)
 - KS1 – as above but with underlining as the children become competent.
 - Full date in English on left hand side
 - Short date in Mathematics on right hand side with dots used between numbers
3. All children's work will be marked using GREEN pen by both teachers and teaching assistants.
 4. Spelling mistakes identified and either placed in the margin or above the spelling mistake. (Only selected, appropriate, spellings should be identified).

MARKING CODE

VF - Verbal Feedback

SM - Self-Marked

PM – Peer Marked

OM – Objective Met

The Marking Code will be displayed in each classroom.

Monitoring

The Senior Leadership team will monitor the effectiveness of the feedback policy through conducting work scrutiny and pupil interviews.