

St. John Vianney Catholic Primary school

Marking and Feedback Policy



July 2023

Feedback for Learning Policy

Our Feedback for Learning Policy is underpinned by the evidence of best practice from the Education Endowment Fund, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group, Ofsted and well-known practices indicated by Paul Black and Shirley Clarke.

Introduction

We recognise that effective feedback to pupils is an essential aspect of assessment for learning. At its heart, it is an interaction between teacher and pupil.

Purpose

We offer children feedback on their work for two main reasons:

1. Advance pupil progress and outcomes by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something
2. Motivate pupils

Rationale

Our policy is underpinned by three key principles: 'it should be meaningful, manageable and motivating' (*Eliminating unnecessary workload around Marking*, March 2016).

Meaningful

Feedback should be specific, accurate and clear. The type of feedback will vary by age group, subject, and what works best for the pupil in relation to any particular piece of work. Our teachers are encouraged to use their professional judgement to decide what type of feedback is appropriate and will most positively impact on that child's progress. Teachers are expected to adjust their feedback approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

Not all pieces of work will be formally marked by the Class Teacher. We also do not expect to see evidence of any written record of oral feedback provided to pupils, unless it is useful for the teacher, teaching assistant or child.

Motivating

Marking should help to motivate pupils to progress, be encouraging and support further effort. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Key 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 pupils 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 process, which aims 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 appropriate opportunity so that it can impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher to confirm whether the child has achieved the learning objective for the lesson or partially achieved it and how much support has been provided by the adults in the class to achieve this.
- House points can be given if particular praise is given.
- In Early Years, feedback is shared with the children verbally and may be recorded in the child's Learning Journey. This enables parents/carers to see what their child's next steps are.

Alongside the above, we understand that, for effective feedback to take place, the following high-quality teaching and learning experiences must take place:

1. Links must be made with prior learning in each of the subjects. (Life Long Learner)
2. Learning objectives must be shared with children for each lesson so that they know what they are learning and why and what is expected from them to show that they have achieved the objective. These must be recorded in books (where appropriate) and referred to, to reinforce new learning during the lesson and activate prior learning after the lesson.
3. Clear, structured and differentiated teaching which scaffolds, supports and challenges the children to achieve the learning objective as independently as possible and in the timeframe provided.
4. Explicit examples of *What A Good One Looks Like* (WAGOLL) so that children's expectations of their own outcomes are high and so that they know exactly what they are doing.
5. Plenty of opportunities to experience high quality teacher modelling/demonstration and shared writing teaching strategies.
6. Plenty of opportunities for children to participate in guided work led by teachers/CTAs before independent work takes place.
7. Plenty of opportunities built into the lesson for children to discuss their work with their peers, participate in mini-plenaries and compare their work to the WAGOLL. This approach helps to embed learning into children's long-term memory and manage cognitive overload.
8. Plenty of opportunities for children to self and peer assess work against given outcomes so that they can improve their own work during, after and before lessons. This can include the use of checklists, modelled examples and WAGOLLs.
9. Using diagnostic/formative assessment strategies before, during and after lessons to address learning gaps. Adults and children should both be actively involved in this. As a result, teachers may:
 - decide to adjust the level of challenge in the activities;
 - reteach specific concepts or topics;
 - adjust curriculum content in the medium or long-term;
 - provide children with feedback through which they can address their own areas for improvement or decide which children need further targeted academic support. Ongoing cycle should be to learn, apply, reflect and repeat.
10. Flexible grouping so that immediate needs can be met and children experience working alongside different children and adults – for example, preteaching before a new concept is introduced or follow-up intervention to clarify misunderstandings identified.

(The above reflects Rosenshine's 10 Principles of Instruction and the Education Endowment Foundation (EEF) range of research evidence on effective, high-quality teaching approaches: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping and using technology.

Feedback 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 these three common stages in the learning process:

- Immediate feedback – verbal and at the point of teaching, during lessons
- Responsive feedback – at the end of a lesson and at the beginning of the next lesson to move learning on within a sequence of lessons
- Review and feed forward – away from the point of teaching including written comments and use of marking codes providing feedback for the teacher to further adapt teaching

Approach to Feedback across the school

As a school, we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate, verbal feedback during teaching sessions. All feedback for learning in Early Years and Year 1 which involves the children is verbal and immediate. Teachers have devised their own feedback and marking symbols to support their ongoing and summative assessments of pupils' progress and achievements.

From Year 2 onwards, verbal and written feedback is shared with pupils and again, feedback and marking keys are used to limit the amount of writing needed by teachers and to support their ongoing and summative assessments of pupils' progress and achievements. Other feedback for learning strategies and tools are introduced in Year 3 and built upon in KS2 to foster independence and develop the skills of drafting, editing and redrafting. These include lots of built-in opportunities for self and peer marking.

Monitoring the Impact of Feedback

Evidence of feedback for learning can be found by observing teaching and learning, by talking to the teacher and pupils and by looking at their work. This will be done during learning walks, meetings with teachers, pupil conferencing and book scrutinies.

Reference Documents

A Marked Improvement: a review of the evidence on written marking by Education

Endowment Foundation (EEF)

Eliminating unnecessary workload around marking by the Independent Teacher

Workload Review Group

Enriching Feedback in the Primary Classroom by Shirley Clark

Inside the Black Box by Paul Black

Moving forwards, making a difference: A planning guide for schools 2022-2023 EEF
www.gov.uk/government/publications/reducgin-teacher-workload-marking-policyreview
 group-report by the Independent Marking Policy Review Group Ofsted

Assessment Framework

In addition to Assessment for Learning, pupils will complete summative assessments termly to ensure that gaps in learning and misconceptions are identified and addressed. The outcomes of these will be reviewed with teachers through termly Pupil Progress meetings carried out with the school's Deputy Headteacher/Assessment Lead and the SENDCo. Following these meetings, intervention will be evaluated and reviewed accordingly.

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1	PM Benchmark	PM Benchmark	PM Benchmark PIRA	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment
Year 2	PM Benchmark SATs Reading materials	PM Benchmark SATs Reading materials	PM Benchmark SATs Reading materials	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	SATs Maths materials	SATs Maths materials	SATs Maths materials
Year 3	PM Benchmark PIRA	PM Benchmark PIRA	PM Benchmark PIRA	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment
Year 4	PM Benchmark PIRA	PM Benchmark PIRA	PM Benchmark PIRA	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment
Year 5	PM Benchmark PIRA	PM Benchmark PIRA	PM Benchmark PIRA	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	NFER Spelling Writing Teacher Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment	Maths-No Problem! Assessment
Year 6	PM Benchmark SATs Reading materials	PM Benchmark SATs Reading materials	PM Benchmark SATs Reading materials	SATs Spelling materials Writing Teacher Assessment	SATs Spelling materials Writing Teacher Assessment	SATs Spelling materials Writing Teacher Assessment	SATs Maths materials	SATs Maths materials	SATs Maths materials

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