

Marking and Feedback Policy

OVERVIEW

This Policy is set within the context of the School Mission Statement:

“ I come that they may have life and have life to the full”

John 10:10

Statement of intent

Holy Rosary RC Primary understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking and feedback is a key aspect of a teacher's responsibility and is a prominent technique for communicating with children – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting children's learning.

This policy is a statement of the aims, principles and strategies for implementing marking and feedback throughout the whole of Holy Rosary School. Through this we will nurture children's spiritual, moral and social development within our Catholic ethos. The policy will be reviewed in line with the priorities set in the school development plan.

This policy aims to ensure that marking and feedback:

- Informs children about what they have done well and highlights areas of improvement.
- Supports children's confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each child, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Roles and responsibilities

The headteacher is responsible for:

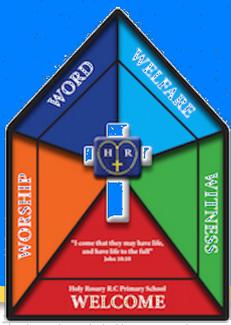
- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all the school.

Assessment co-ordinator is responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all children within their class to ensure they are making satisfactory progress.
- Ensuring that children understand the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.



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Expectations

Teaching staff are expected to:

- Provide feedback that offers clear information about why children have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge if children have made a mistake that is highlighted and corrected or an error that requires further feedback or teaching.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that children exhibit.
- Carefully consider how to use purposeful verbal feedback.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that feedback identifies misconceptions and addresses these swiftly.
- Record feedback, for each lesson, in planning book and use this feedback to inform future planning.
- Use marking and assessment to identify the next steps for children, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge children whose work was correct, which should encourage further development.
- Provide feedback and support to children with SEND and adapt how feedback is given, so that children with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and child-friendly marking and feedback.

Children are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Correct highlighted mistakes.
- Make a conscious effort to use the feedback provided to improve their future work
- Take responsibility for their learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child.

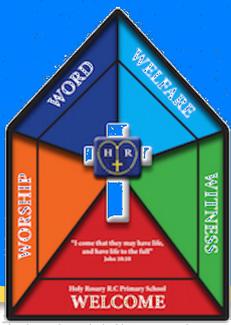
Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the children?

If the answers to these questions do not reflect a positive impact on children's learning, teachers will use their professional judgment and decide whether the feedback is necessary.

Teachers must not take children's work home to mark. Marking and feedback will be provided throughout the lesson or in the following lessons where an aspect of learning is to be readdressed. Work observed out of the lesson is for planning and assessment purposes only. No written comments are to be made in a child's book.

If a teacher has a query, SLT will be available to offer guidance and support regarding the school's procedures.



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Feedback

All teachers will keep in mind a core set of goals when providing feedback. The best outcomes can be achieved by focussing on the following points:

- The individual child's abilities and goals
- The areas a child can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the child of previous success to boost confidence
- Providing effective communication between children and teachers
- Improving the self-belief and confidence of children
- Celebrating success
- Identifying children who require additional assistance
- Clarity and consistency of feedback across the school
- The individual child's level of understanding

Distance marking (marking carried out away from the classroom) will be used as appropriate, to inform the teacher's future planning and for assessment purposes only.

Positive reinforcement will be used to emphasise that children are improving, which will encourage them to improve their performance over time.

Peer-on-peer feedback will only be done at the teacher's discretion and only with children who are expected to learn from the exercise.

Feedback should be given to:

- Motivate children.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a children's understanding or ability to do something.

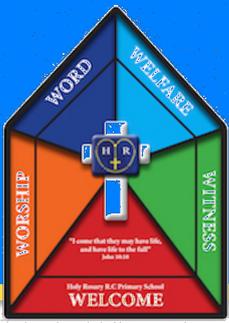
To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas children will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.

The school believes in developing independent thinkers and as such, feedback will guide the children to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering immediate feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the child a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the child to looking at these three areas. Children should then find the correct answer and also feel like they achieved it themselves.



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- **Example:** By giving examples of possible changes to the child, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a child were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the child to choose.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the child may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular child requires more time and attention, the teacher may consider giving feedback at another time, through intervention, pre-teach etc.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Feedback books	Initials or first names used	Assessment of work	Teachers	In the classroom	During the time at school

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

Revised and adopted by the Governing Body on: 30th November 2022

Signed : P.Devine (Chair)

Date to be reviewed : November 2024