SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

LIVE LEARN LOVE

FEEDBACK AND MARKING POLICY

APPROVED BY
THE LOCAL GOVERNING BODY
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At Sacred Heart, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. 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
• provide specific guidance on how to improve and not just tell students when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. 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 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 students 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 processes which aim 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 might impact on future learning.

When work is reviewed, it should be acknowledged in books. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

<u>Feedback and marking in practice</u>

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 three common stages in the learning process:
1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Type	Type What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individual or small groups. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks. • Some evidence of annotations or use of marking code/highlighting.
Summary	• Take place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take form of self- or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	• Lesson observations/learning walks. • Timetable pre- and post-teaching based on assessment. • Some evidence of self- and peer-assessment. • May be reflected in selected focus review feedback (marking).
Review	• Takes place away from the point of teaching. • May involve written comments/annotations for	• Acknowledgement of work completed. • Written comments and appropriate

	pupils to read/respond to.	responses/action.
	• Provides teachers with opportunities for assessment of understanding.	• Adaptations to teaching sequences tasks when compared to planning.
	• Leads to adaption of future lessons through planning, grouping or adaption of tasks.	• Use of annotations to indicate future groupings.
	• May lead to targets being set for pupils' future attention, or immediate action.	

Guidelines

At Sacred Heart Catholic Voluntary Academy, all class teachers mark using **red** pen. Supply teachers and student teachers are asked to mark in **black** pen. Teaching Assistants are asked to mark in **green** pen. Purple pens are used by the children to edit and improve.

It is **essential** that at all times, marking is legible and free from any errors in spelling or grammar and punctuation so that it provides an excellent model for pupils. We expect all staff to model continuous cursive script that is age appropriate. Foundation Stage is print only, Pre-cursive is taught in Year One.

Monitoring

The quality of marking will be monitored against the STACMATs (St Aquinas Catholic Multi Academy Trust statements) and National Curriculum during book sampling, pupil interviews, learning walks and observations of teaching. Please refer to appendix 2 for specific RE marking feedback.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
■■■	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
■■■	Orange opportunity. Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
■■■	Incorrect spelling. This will used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 this will be accompanied by the corrected spelling. In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed)
//	New paragraph needed here
^	Missing word
VF	Verbal feedback given
S	Support given to student (KS1)
I	Totally independent work (KS1)

Appendix 1

Marking Grid

Whole class feedback sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skill Error
Misconceptions and Next Lesson Notes…	

	RE Questions Targeted questioning for AT1 (Useful for marking and feedback)		
Level/Strand	**AT1 (i) beliefs, teachings and sources**	**AT1 (ii) celebration and ritual**	**AT1 (iii) social and moral practices and way of life**
1	• Can you use the…. to tell the story of….? • What can you remember about what happens next? • Who can remember what the character does now?	• Where might we find these things? • What do we remember when we do this? • Do you know what this is called? • Can you remember who carries this?	• In our school we believe that God loves everyone in the whole world and so we try to love everyone too! Can you think of ways we take care of each other in our class? School?
2	• Who are the characters in this story? • What do they do? • What happens in this story? • Can you tell me the story about…? • What sort of (genre) of passage is this?	• Who remembers what we use this for? • Who can show me how we use this... or do this…? • Which on of these is the……? • What do Catholics do when they enter the church? • What does the priest do during/at…?	• Can you tell me about some of the things we do in our school/class which helps to share what we have with other people who have less than us? • Catholics believe that we are called to care for the earth. What could we do as a class to ensure that things are not wasted? • How does our school show its love of our 'neighbours'?
3	• What might we learn from this? (Interpretation of the passage not just recall is required.) • What did (Jesus telling this story/Jesus doing this) help us to believe/come to know? • We believe that…. How does this	• The priest use a/does…. why does he do that? • When we do/say…. what are we showing we believe? • Catholics use a 'white garment' to show that we are made 'fresh' and 'new' in Baptism. Is a 'white garment' good	• Catholics often name an action…. why? • Why do you think a Catholic Christian would be reluctant to…? • Are there things that a Catholic Christian would not do? Why

	story help us come to believe this? • Can you see connections between the story and something Catholics believe?	symbol for showing this? Why? • Why do Catholics do this…what does it show/explain/demonstrate/convey?	not? • How would someone who believed in God act in this situation? • At our school we collect food for the poor. Why do we feel it is important to do that? • Each year we…. why?
4	• Can you see how this story/belief is expressed in Catholic Tradition...lived by someone you know? • This passage has led Catholics to believe…. • How is belief demonstrated in what Catholics do? • In a previous unit/topic we learned about/that…. Can you go back to that work and find connections between…. Can you show how this new learning might change/extend your previous learning about?	'What' questions: • What is it called? What happens? In what order? • What does it mean? What does it express? What do Catholics think it achieves/demonstrates/conveys/does? • Why do Catholics do this? Why is it important? 'How' questions: • How does 'the Eucharist' express Catholic belief? How does 'the sacrament of Penance' convey faith? How do the individual parts of 'the rosary' come together to express belief? 'Connecting' questions: • How is the faith expressed in another liturgy? How do other 'Sacraments of Healing' symbolise 'peace'? • What place does the Word of God have in other liturgies?	• Can you see people in our community for whom belief in God – helps them decide how they live? • Catholic agencies exist because people believe that we should live a particular way. Can you think of someone who works to 'bring to life' beliefs? • Sometimes Catholic Christians talk about God walking with us. How might 'walking with God' help a person decide how to live or act?
5	• Belief in… took a long time to develop. Can you explain what happened?	'What' questions: • What is it called? What happens? In what order?	• What would you expect from a person who holds to belief in God?

	• Catholics have not always believed.....How have Catholics come to this point? • Catholics used to believe that.... Now they/we believe.... Can you explain what happened to cause that change?	• What does it mean? • What does it express? • What do 'adherents' think it achieves/demonstrates/conveys/does? 'Why' questions: • Why do 'adherents' do this? Why is it important for them? 'How' questions: • How does the 'worship' express belief? How does the 'worship' convey or celebrate faith? • How do the individual parts of the 'worship' come together to express belief? 'Connecting' questions: • What place does 'sacred text/symbol' have in the worship of other Christian traditions? • Do all Christian traditions express faith in a similar way? • How do other Christian traditions express belief in God?	• If someone professed belief in the dignity of the person, where might we see that lived in their everyday life? • How might the life of a believer differ from someone who did not believe? • Sometimes the outward actions of people who believe look a bit like those of someone who does not believe. Why might that be? • Are there social issues on which everyone agrees? • Does it matter if a person believes in God or not when it comes to being kind/thoughtful/generous?