

St Augustine's Catholic Voluntary Academy



Feedback and Marking Policy

We grow and learn as a family in the footsteps of Jesus

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Review: April 2022

Quality Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback research shows that high quality feedback has a positive impact on learning when certain principles are followed.

General principles of effective feedback

Feedback should promote a classroom "culture of success"

The EEF (Education Endowment Fund) suggests that providing effective feedback can be challenging, but it lists a number of qualities of effective feedback as demonstrated by research. It says that feedback should:

- Be specific, accurate and clear
- Let the pupils know what they have done well and what they need to work on
- Given at the point of learning as often as possible
- Motivate the pupils as learners

Strategies for feedback

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.

At St. Augustine's, these approaches can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • 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. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes 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 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Teachers are encouraged to use their professional judgment to decide when is the right time to provide verbal feedback, to 'surface' mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Feedback in Curriculum subjects

English

In English books there must be evidence of the four main styles of writing: writing to entertain, writing to inform, writing to persuade and writing to discuss. The emphasis should be writing to entertain. Deep Marking in English – to be completed for independent pieces of writing at the end of a unit with a focus on the effect of the writing and what the pupil has achieved. Any written feedback should be age-appropriate and accessible to the individual pupil. The 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum. When targets are set it must be possible for them to be applied to the next piece(s) of writing. In order for this to be effective teachers must build in sufficient time for to

read their feedback, discuss this with an adult and/or peer in order to ensure that they fully understood what is expected of them and are ready to move on in their writing skills. Foundation Subjects Marking: When marking English-based work in foundation subject books, marking will be against the objectives for the foundation subject such as history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case the teacher will always challenge the child to improve their work ensuring high expectations at all times.

Mathematics

Teachers are expected to monitor children's work in maths books, examine them for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, verbal feedback or action. The key time in which teachers mark the children's maths work is following the direct teaching input and in the time before the independent practice part of a lesson. Teachers use this time to identify any misconceptions that require immediate addressing with the whole class, groups or individual children. These are addressed immediately the same day whilst the remainder of the class complete their independent practise. Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

Religious Education

Children should be given verbal feedback on their work in every lesson and work in books should be acknowledge marked with at least 2 pieces per topic given written feedback. The written feedback should be constructive, acknowledging what the pupils has done well and a developmental question. Teacher comments should include the driver words to ensure learning is closely aligned to the end of year expectations.

Other Curriculum Subjects

In all other subjects, feedback should follow the principles and approaches as outlined above. feedback in foundation subjects should be closely linked to the expectations for the particular subject e.g. feedback in science lessons should specifically focus on science skills, knowledge and understanding.

Feedback in the Foundation Stage

Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff at St. Augustine's observe children as they act and interact in their play, everyday activities and planned activities. They provide immediate 'in the moment' feedback with every interaction with the children. Staff analyse longer observations to identify precise next steps using the guidelines set out in 'Development Matters.' Significant observations are recorded in Tapestry and shared regularly with the children, parents/carers. Next steps are made explicit in planning and made evident to the child through individual or group activities and interactions.