Saint Josephs Catholic Academy

Member of the Newman Catholic Collegiate

Marking, Feedback & Formative Assessment Policy

Our Mission

Our mission statement - 'Learning and Growing Together in Faith and Friendship' – captures our desire to follow the example of Christ in welcoming, nurturing and developing the individual child as a unique and precious gift, created in the image of God. We recognise the dignity of each individual and aim to live as one family based on the Gospel values.

Through our interactions with our children and families, we aim to enable each and every one of our children to fulfil our whole school mission statement: 'Learning and growing together in faith and friendship' through the four statements:

Learning to live like Jesus taught us
Growing together as children of God
Sharing our faith through our service to others
Showing our friendship with Jesus through our words and actions

and to provide opportunities for each and every child to develop their:

➢ Aspirations
➢ Resilience
➢ Compassion

(whole school curriculum drivers)

What is the purpose of this policy?

The purpose of this policy is to make it explicit how teachers provide feedback to ensure effective learning and strategies used to mark children's work.

Why do we need a Marking and Feedback Policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use formative assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principals that guide the school's approach to marking and giving feedback?

Recent Education Endowment Foundation (EEF) 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.

As a school, we have taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. Due to the changing nature of feedback and marking, this policy will be reviewed annually.

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 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 pupils as part of assessment processes in the classroom, and takes many forms other than written comments (in-the moment marking, same-day intervention, mini-plenaries/using visualiser, etc.);

• 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 might 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 in some form (see codes).

Feedback and marking 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** – at the point of teaching e.g. verbally one to one, use of visualiser, mini plenaries, group work

• **Summary feedback** – at the end of a lesson/task, beginning of the next lesson (This can include child-led feedback –peer and self)

• **Review feedback** – away from the point of teaching including written comments and use of marking codes

We believe that **immediate** feedback, given at the point of learning, is more effective than the children receiving written feedback after the lesson (review marking). This way, response/ fix-it time is not needed as a bolt-on time in the timetable. Children will respond to feedback in real-time, all the time, during their learning.

We advocate active learning and adult interaction for all children in all lessons.

What does this look like in the classroom?

• Adults working the room continuously, looking/reacting/feeding back
• Adults stopping to give same-day intervention to individuals/groups/whole class
• Adults not having to mark after learning has happened
• No children queueing to be seen by a 'stationary' teacher
• No child waiting for feedback before they can move on

Staff at St Joseph's will give as much feedback as is possible/appropriate during the learning within a lesson. This may be purely verbal feedback, to either an individual, group or whole class, or may involve writing/mark making on the page. Should additional intervention be required for an individual/ group, this should be addressed as soon as possible, preferably within the lesson or as a same-day intervention if more time is required.

Peer feedback is also encouraged wherever appropriate. Feedback should be centred on the success criteria for the learning at the time; however teachers should also use their judgment to feedback on other areas relating to general learning.

This way, teachers should know during the lesson who is mastering the learning objective and who needs more support, and can adapt the lesson as appropriate in real time, rather than waiting to 'mark' the books after the lesson.

Using marking for formative assessment in the lesson

Use a **green pen** and/or stamper to show verbal feedback. Highlight any section of the work, word or phrase where you have intervened. Work or section of work to be highlighted using ==yellow highlighter==. Discuss errors/ misconceptions/ wrong answers and highlight. If a chunk of work is wrong or needs attention then put a highlight line in the margin or around the work. Children to complete the incorrect section below in pencil.

Children can then correct and amend immediately, having used the feedback to make progress.

Incorrect spellings can be written above the word by the teacher if needed or looked up and corrected by the child. If a teacher feels a child needs to spell a particular word incorrectly, it can be practised 3 times at the end of the piece of work. This can be modelled by the teacher. There should be a maximum of 3 misspelt words to practise.

Where the children have done something positive, ==highlight in pink.== This could be shared as an example of good practice within the lesson, either to individuals, groups or whole-class.

Tick at the end of the piece of work. A short comment may be appropriate if it serves to either praise a child's effort or further learning.

Using Marking for formative assessment after the lesson

When teachers do come to examine the books after the lesson, there should be no surprises and very little written feedback will be needed. Teachers use this final look at the books after the lesson to inform their planning, for example:
•Moving the learning on for all learners
•Providing addition challenge in the learning sequence for identified children.
•Identifying an adult-led focus group for the next lesson.
•Identifying a timely intervention that needs to take place.

This list is not exhaustive and teachers should use their professional judgment and knowledge of their children and curriculum to ensure learning always happens at a swift pace.

> ➢ Use agreed symbols in green pen.
> ➢ Use a ==yellow highlighter== to highlight mistakes either on the mistake or mark in the margin.
> ➢ Where the children have done something positive, ==highlight in pink.==

- Highlighting should be kept to a minimum, focusing on a maximum of one or two improvements to be made in yellow and one or two exceptional successes in pink. Not every piece of work needs to be highlighted.
- Tick at the end of the piece of work. A short comment may be appropriate if it serves to either praise a child's effort or further learning.

Subject-specific guidance

Religious Education

The expectations of presentation and the correction of spellings etc. in Religious Education are the same as in English but it is important to remember that the primary purpose of marking and feedback in Religious Education is to deepen pupils religious understanding and provide opportunities for children to reflect on their learning.

Extended Writing:

Success criteria should be provided for extended writing opportunities to aid children in the writing process. It is good practice to differentiate success criteria (**red, amber** and **green** objectives) to aid challenge in writing. There should be an opportunity for children to self- assess, and peer-assessment and teacher assessment columns could also be included. An example of differentiated success criteria could be as follows:

My voice-over for Coming Home (Sainsbury's advert):	SA	PA	TA
Must be written in the 1st person as if I were the robin			
Must use present tense (as if it were happening now)			
Must be punctuated and laid out like a poem			
Must be written in Michael Morpurgo's style			
Must be presented neatly			
Should use powerful verbs and adverbs			
Should try to use language for effect including figurative language (onomatopoeia, repetition, similes/ metaphors, personification, alliteration and rhetorical questions)			
Could use rhythm effectively to show pace and tension			
Could show the robin's strength of character and how each different setting makes him feel.			

In Year 6, the Teacher Assessment Framework for writing (TAF) can be referred to as a tool to remind children what is expected to reach ARE/ GDS. When confident enough to do so, Year 6 children may be encouraged to produce their own success criteria, based on their own personal targets. The TAF should not be used as a checklist by children. Year 6 children could use a child-friendly version of the TAF in order to complete their success criteria grid.

Feedback in written work should provide information to children about how to improve. We do this at St Joseph's by providing explicit targets in the form of clear success criteria. We can therefore ensure that the specificity of the given feedback has a direct impact on progress and performance.

Mathematics
Research shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

In primary Mathematics, assessment for learning requires:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Our Maths Mastery approach enables children to practice skills of fluency before applying to problem-solving and reasoning. Evidence shows that pupils benefit from marking their own work and we encourage this. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Where appropriate, to enable immediate feedback to children, answers to fluency questions should be made available to children to enable them to self-check. Teachers may choose to share answers with the whole class or individuals/ groups. Children can mark their own work in pencil but the teacher will always check this work too.

Using challenge questions and/or next steps

If is not necessary to provide next steps for all children. Children's next steps should be the next lesson or learning opportunity. A question for clarity or to demonstrate depth of understanding may be used if a teacher deems it absolutely necessary. This is particularly useful to show RE understanding if a child has not demonstrated a depth of faith knowledge in their response (see Margaret Carswell document)

Marking Codes

Groups or individuals who need a lot of support should be noted by **TA/ T** or a stamp. **I** can be used for Independent work; this is especially important for younger children and SEND.

There should be a clear balance of **T/ TA/I** work for all children in all books. Children with SEND must be encouraged to work independently on activities that they can access without the need for constant support, to ensure that all support staff can circulate the room and work with all children.

This policy has been agreed following consultation with all staff and governors.

Signed: (Principal)   Date:

Signed: (Chair of Academy Committee)   Date:

The policy will be reviewed annually. Next review date: