

## Feedback and Marking Policy

At St Aloysius Federation it is important that children are provided with constructive feedback, focusing on success and the improvements needed to develop the learning of each individual child in our school. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next to improve their work.

### Feedback and marking should:

- Be manageable for staff and consistent throughout the school
- Relate to the learning intention (subject specific)
- Involve teachers and teaching assistants working with children
- Be positive, motivating and constructive to the children, praising achievement and giving clear strategies for further improvement responding to the child's individual learning needs
- Allow specific time for children to read, reflect and respond to feedback and marking
- Provide opportunities for teachers to reflect on the success of their teaching and Inform future planning
- Be written in handwriting that is legible and a model to the children

*The following strategies can be used to mark, assess and provide feedback. Mark schemes have been included in this policy as appendices.*

- **Verbal feedback:** It is important for all children to have verbal feedback from a member of staff as often as possible. This dialogue should focus upon successes, areas for development and to set targets for future learning.
- **Success Criteria:** Checklists can be used in all subjects and is a personalised and clear guide to the children about how to be successful with a particular task. These should be differentiated where appropriate and should be created with the children rather than pre-prepared for the children. Success criteria must reflect the learning intention of that lesson/activity.
- **Peer Feedback:** From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set and displayed.
- **Summative feedback/marking:** This is associated with a summary view of what a child knows and is able to do.
- **Formative feedback/marking:** Not all pieces of work can be quality marked and teachers need to decide which work will be given detailed attention. All work should be acknowledged. Acknowledgements should always relate to the learning intention and not consist solely of a 'Well done'.

Providing personalised quality feedback comments directly impacts on a child's final summative judgement. These should be used frequently in all subject areas to extended learning and must be differentiated appropriately. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Red pen marking will highlight particular strengths of the child's work, relating to the learning objective and when appropriate will challenge the child to 'close the gap' between what they have achieved and what they could have achieved. Useful "Closing the Gap" comments are:

➤ A reminder prompt – e.g. "What else could you say here?" ➤ A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he..." ➤ An example prompt – e.g. "Choose one of these or your own: He ran around in circles

looking for the rabbit / The dog couldn't believe his eyes"

Time is then given for the child respond to the written prompt, enabling them to 'close the gap' and improve their work further. In KS2 children edit and respond to feedback with a green pen.

A minimum of one piece per week in English and Maths and a minimum of one in every third piece of work in foundation subjects should be quality marked. Teachers should focus first and foremost on the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

### **Marking Symbols (Subject Specific)**

Learning objectives are included for all work and the level of support a pupil has received to complete an activity should always be provided:

S (Supported) I needed some help with my work

I (Independent) I worked alone with good understanding

G (Guided) I worked in a small group

Other familiar marking symbols are often used within classes and are represented as follows:

NP New Paragraph

Sp Spelling Error

VF Verbal Feedback Given

^ Missing word

Initials I have marked this work myself

PM Peer Marked

**Note:** When covering a class, a HLTA is expected to mark the work produced by pupils with a comment, in line with our agreed marking strategies and symbols. However, it is the responsibility of the teacher to ensure they personally meet the requirements for work which is quality marked and, this should not be the responsibility of the HLTA. Likewise, all TAs should provide immediate feedback to children which is useful and should be encouraged to use post-it notes to record observations on any child's particular progress or areas for development to help inform teacher marking.