"As unique individuals, we do our best at work and play for the love of God and others."

St Benedict's Catholic Primary School

Feedback & Marking Policy

Reviewed October 2021

To be reviewed October 2022

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 four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished which may take place during fix it time or during registration
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study (eg a mind map or quiz at the end of a unit)

Staff may use Green to highlight areas for improvement at any point of the feedback cycle (eg – during or after the lesson as a guide for pupils). It should only be used to support pupils to improve and is not there for external observers.

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, 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 of further challenge - May re-direct the focus of teaching or the task	Lesson observations/learning walks
Summary	- Takes place at the end of a lesson of 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 - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Some evidence of self – and peer-assessment - Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward:	For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about	Lesson observations/learning walks

'the next step is the next lesson'	strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. • Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings.	• Evidence in books of pupils editing and redrafting their work in purple pen
Summative	• End of unit or term tests or quizzes	• Quiz and test results

Guidance for teachers

At the beginning of each week, teachers should add WALTs to the weekly timetable. After each lesson/looking at the books, teachers will add notes to the timetable indicating children who struggled and need some extra input, or concepts that need revisiting. These weekly timetables should be retained to help the teacher with assessment and next steps and the SLT with monitoring.

Pupils should be given opportunity to act upon the feedback that has been given by staff – this might be in the lesson, the next day, in an intervention session or in a whole class feedback session. Children may use blue pens to correct it or might edit using a rubber.

Teachers might share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved.

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

If staff have had to give support, or felt that it was clear the pupil would not have reached the objective without support, the work should be marked with (s). The exception is Reception and SEND pupils in 'The Orchard' where (i) might be used to indicate independent work.

Staff should ensure that they are explicit about the feedback they are giving and should ensure pupils know when they are being given feedback and how to act upon it. For example , " The feedback for you isxxxxx. To improve you shouldxxxxx " .

Feedback should be celebrated because that is what helps us to improve.

Remote learning Feedback:

In the case of a partial or whole school closure, work will be completed remotely (see remote leanring policy). Teachers will not be expected to mark or give feedback on every piece of work submitted. Instead teachers will look at the work submitted and feedback to the parent where this a teaching point so that the parent can work with the child to improve understanding, or make note to work with the pupil upon their return.