

True Heart, True Mind, True Spirit



St Edward's Catholic Academy

Planning, Marking and Feedback Policy

Introduction

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

At St Edward's Catholic Academy we take a professional approach to the tasks of planning, marking work and giving feedback on it. We recognise that informed planning, purposeful marking and effective feedback have a significant impact on accelerating progress and raising standards of achievement.

Through the effective marking of work, teachers at St Edward's will plan effective lessons that impact on learning and accelerate progress. Marking and feedback will focus on success and improvement needs against learning objectives and success criteria, as well as being personal to the needs of the child.

This policy sets out how effective planning, marking, feedback and response is consistently utilised across our school.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective planning, marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in the marking and feedback process, and allowing them to understand how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

At St Edward's effective marking and feedback aims to:

- Support teacher's assessment knowledge of each pupil as part of thorough and purposeful assessment for learning procedures, in order to plan and refine next steps in learning.
- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Have an impact on learning.

Processes

Five types of marking and feedback occur during teaching and learning at St Edward's:

- 1) **Children mark their own work (in red pen).** This happens particularly in Maths and throughout the lesson. The objective being that children can find their own errors in their work and correct them straight away. Children can also move their own learning on if all answers are correct.
- 2) **Teachers' well considered intervention** to deepen thinking and swiftly address misconceptions during lessons. This takes the form of on the spot marking, verbal feedback, effective questioning, mini plenaries and mid-lesson adjustments.
- 3) **'Light' marking of work**, acknowledging and recognising attainment, progress, success, effort and/or completion of work. This could take the form of ticks, smiley faces or simple positive comments.
- 4) **Developmental marking** in which incisive feedback on attainment or success is given, and response from pupils is required to strengthen the teaching and learning process, in order to either consolidate or to accelerate and deepen learning.
- 5) **Self-assessment and peer assessment** of the attainment and success of a piece of work. This must be related to the Learning Objective, Success Criteria or pupils individual targets.

Non-negotiable Procedures for Planning

Daily lesson planning format must be used for all subjects.

Assessment for Learning and focus pupils must be noted on plans.

Next day planning must incorporate this AfL.

Non-negotiable Procedures for Marking

All marking is to be carried out in green pen (positive), pink pen (corrections/developmental), yellow highlighter (spellings) and red pen (children's own marking).

All marking is to be done in a clear, legible cursive script.

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
No work should go unmarked.

Preparation work, including plans, drafts, jottings, working out in Maths and photocopied whiteboard work should be included in pupils' books. This is important as it charts the process and progress of pupils' learning.

Corrections, including spellings, grammar and punctuation relevant to the age group of the pupils, should be highlighted in **Yellow**.

Where a pupil could **develop** their work further this should be highlighted in **Pink**.
The pupils must then respond to this.

Targets met and examples of **Success Criteria met** should be highlighted in **Green**.

Developmental marking should only be used if it will have an impact on that particular aspect of a pupils learning.

Developmental Marking

Developmental marking should be linked to the Learning Objective and Success Criteria and/or individual writing target.

Developmental marking tasks must be effective in improving work, yet brief in execution.

Developmental marking should be written in pink pen, with the children responding in red.

Feedback comments must be directive and constructed to require a response by pupils.

Developmental marking should **only** be used if it will have an impact on that particular aspect of a pupils learning. This should then either correct, consolidate or challenge learning.

Additional developmental marking may also be used as a strategy to support pupils who are in need of greater acceleration.

Self-assessment and Peer assessment

Pupils will self-assess and peer assess using red pen. Their comments must be related to the Learning Objective, Success Criteria and/or individual writing targets.

If peer assessing the Peer assessor must initial their comment

Responding to comments

Work that is marked developmentally requires a response from the pupil.

Pupils' response to all comments must be in red. If a verbal response was given this must be noted in the pupils' book.

Acknowledgement of response

This should be swift, in line with the marking policy, and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child.

Giving effective feedback to pupils

Effective formative assessment is essential for teachers to refine and plan next learning in order to move towards desired learning outcomes.

Effective feedback does not have to be written in pupils books.

At St Edward's Effective Feedback takes 3 main forms:

- 1) Written comments in books
- 2) Verbal feedback and response given to whole class, groups or individual pupils.
- 3) Feedback on teachers planning that identifies pupils and interventions.

When feedback is specific (in any of the above forms) and provides opportunity for specific response, it enables effective progress to follow.

SEN and Inclusion

Effective marking and feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean supporting pupils to read comments or recording verbal feedback and response.

RE

Every piece of work should be at least 'Light' marked.

At least two pieces of work per unit must be developmentally marked in terms of RE knowledge and understanding.

Work may be developmentally marked in terms of English, if the class teacher feels that this will accelerate that particular pupils learning.

Marking should inform AfL and next steps planning, teaching, learning and intervention.

Foundation Subjects

Every piece of work should be at least 'Light' marked.

Work may be developmentally marked in terms of English, if the class teacher feels that this will accelerate that particular pupils learning.

Marking should inform AfL and next steps planning, teaching, learning and intervention.

Role of other adults

Support Staff

When support staff work with a particular group or pupil they will mark their work in accordance with the marking policy and use the code TA circled under their marking.

If developmental marking is completed then it should follow the policy and be under the supervision of the class teacher.

Supply Teachers

Are expected to carry out all marking in accordance with this policy. This policy will be given to all supply teachers. They must also use the code: ST after their marking.

Students

Are required to follow this policy as appropriate, however the class teacher is also required to initial the marking to ensure quality assurance.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently adhered to.

It is the responsibility of the Assistant Headteacher and Headteacher to ensure that effective planning, marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

January 2019

Appendix 2 Examples of feedback prompts requesting response

Writing Prompts	Maths Prompts
Add 3 full stops, an adverbial which says where, a question mark...etc	Add your method of working out.
Find the sentence that doesn't make sense and improve it.	Can you find where you went wrong?
Is there another way you could write this?	Is there another way you could do this?

(highlight the sentence)	
Write this in a shorter sentence (highlight)	Can you find a quicker way of doing this?
Extend this sentence using..... (highlight)	Fill in the blanks....
Finish this sentence.....	If the answer was....what could the question be?
Highlight the sentence where you have used....adverbials, connectives, correct punctuation, persuasive language etc	What new vocabulary have you learnt today? What do they mean?
Write another adverb/adjective to describe how....	Explain your answer.
What would happen if.....?	What would happen if....?
Add..... to this sentence (highlight)	Can you draw your answer?
	Put this sum into a story?
	Which is the odd one out? Why?
	What's the same? What's different?
	Show me using apparatus/diagram.
	Can you explain this to....