



St Mary's Catholic Academy and Our Lady of Grace Catholic Academy



Feedback Policy

Our Vision

***"Through the strength of God's love and the power of prayer
we are guided to do whatever He tells us.***

***Many hearts, one accord, growing and learning together for life to
build the kingdom of God."***
(School Mission Statement)

Approved by: / Local
Academy Committee

Date: November 2022

Last reviewed on:

Next review due by:

November 2023

Rationale

The provision of effective feedback is fundamental to improving learning through assessment. This is recognised in the Education Endowment Trust teaching and learning toolkit as having one of the biggest impacts on pupil's progress and ultimately their achievement. The feedback given to pupil's work is therefore a vital part of teacher assessment. This policy sets out how staff at St Mary's and Our Lady of Grace ensures that feedback is an effective integral part of our assessment for learning and enables of children to make visible progress. We also recognise that quality feedback takes time and finding an appropriate balance is imperative to ensure feedback is having the greatest impact whilst also being time efficient for teachers.

Effective marking

The purpose of marking is ultimately to provide opportunities for assessment for learning and to have a positive impact on pupil's attitudes, motivation and self-esteem. This is achieved by

- providing clear feedback to pupils about the strengths and areas for development in their work.

- relating to the learning intention of the lesson and giving direction towards the next step in learning.
- using feedback from marking to inform future targets and planning providing effective assessment for learning.
- actively involving pupils in moving their learning forward through self and peer assessment.
- reflecting the distinctive Christian nature of the school by being positive and recognising, encouraging and rewarding pupil's effort and progress.
- celebrating success whenever possible in order to raise self esteem and encourage children to work to their potential.

Marking Procedures

- Black ink is used, ensuring that it is distinctive from the pupil's writing.
- The marking strategy 'Green for Good and Pink for Think' will be employed across the curriculum. Green highlighter will be used to underline where the child has met an aspect of the learning objective or personal developments. Where improvements or corrections need to be made a pink highlighter will be used to direct the children to their 'Fix it'.
- A particularly successful piece of work may be rewarded with a positive comment, housepoints, head teachers awards or praise stickers in line with the school's system of rewards.
- 'Fix it Time' is given to ensure time is set aside for children to complete this. Written work is marked in black with the following codes to indicate an error in that line. The children are expected to make the necessary changes prior to starting their next task. These corrections or 'Fix its' are completed by the children in green pen (KS2) or pencil (KS1). The 'Fix Its' are then then marked to ensure the work has been corrected.
- Comments that pupils are unable to read or understand do not possess any value and therefore shall not be used.
- Higher Level Teaching Assistant will mark with a tick if work is correct and add their initials to the work.
- If written feedback is required; appropriate comments, prompt questions or direct instructions for improvement are written in a language that the child understands and for younger children verbal feedback is given.

In English

- Marking in English books should make regular reference to pupil's misconceptions or steps to improve.
- Extended pieces of writing will always have a 'fix-it' task which will improve the writing content (more than spelling or presentation.)

In all other curriculum areas,

- Work will be marked to check that it is correct. Written comments will only be made where individuals have a misconception that needs to be addressed swiftly or it is felt by the teacher that written feedback, if not given, will have a negative effect on pupils learning.

Marking Codes

Literacy and Topic		Maths	
I	Independent work (where appropriate)	Correct	✓
Gu	Teacher guided	Incorrect	. or -
S	Supported by a teaching assistant	Completed correction	. ✓ ©
pc	Pupil/teacher conference to mark work		
Sp	Spelling mistake		
Cp	Incorrect use of capital		
^	Word missing		
P/HW	Presentation or handwriting		
Key Stage 1 Codes		Ks2 Stage Codes	
LF	Letter formation	SE	Use of standard English
		Sp H	Homophone

- **Spelling correction** should focus on spellings that the individual child has previously been taught; should be spelling correctly for their ability or phonetic words that are of the child's capability. In Key Stage 2 children should be responsible for finding the correct spelling and practicing it using an appropriate strategy. Where appropriate the correct spelling could be written by the teacher and practiced by the child three times using an appropriate strategy.
- **Teaching assistants.** When teaching assistants work with a group, their marking will identify when the work is correct with a tick.
- **Peer marking** is used for children to edit and improve each other's work - particularly in extended pieces of writing.
- **In Mathematics**, marking will include ticks and if necessary written comments with errors clearly indicated. Fix it time is to be used for children to complete corrections in maths.

- This marking procedure will be implemented across the curriculum and should be consistent in all children's work.