



'Caring, learning and achieving together as part of God's family'

Margaret Roper is a Catholic school. Everything that happens is informed by gospel values and the teachings of Jesus Christ. We are a loving community where all are treated with respect and where the presence of God is reflected in our daily routine.

Feedback and Marking Policy

Our policy mainly focusses on feedback and has at its core a number of principles:

- The sole purpose of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should enable children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Most feedback will be verbal and immediate but teachers may use a written comment (age-appropriate) to praise or correct.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Staff Guidance

- Feedback should only focus on the learning which has been undertaken in the lesson
- **Every piece of work requires some form of feedback/marking** (immediate verbal feedback is the most powerful)
- Pupils should edit work in purple pen
- No work needs initialling or dating. No use of WWW or EBI.
- Supply teachers must identify any work completed with SUPPLY on the page

Teacher verbal feedback

- Preferred method of communication with child
- Should directly link to the learning and be positive as well as constructive
- Should recognise effort as well as achievement

Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson. This will address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Self-assessment

- Purple pen used exclusively by children
- Children should proof-read their own work as a matter of routine, before an adult or partner looks at it
- Children should be taught to edit their work, making improvements in the lesson. This can then be done with a partner as well, if appropriate.
- In other areas of the curriculum, they may check their answers with a partner, use an answer sheet, a calculator, or be given verbal answers.

Teacher written feedback

- Pen (not purple)
- Should be simple, legible and easily understood
- (When used) Should be specific, meaningful and clearly linked to the learning.
- Most effective when given with the learner present
- May be written as a modelled example
- The learner shows evidence of improvement following written feedback
- Mistakes may be underlined for the child to then edit

Core Practice

Feedback in school fits into 3 timescales

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Marking/Feedback in English

- Whole class feedback – as either a plenary or next lesson
- Spelling mistakes will be indicated by teacher and corrected by pupil
- Grammatical mistakes (such as wrong tense used in writing) will be indicated by teacher and edited by pupil

Marking/Feedback in Maths

- All calculations should be marked either through self, peer or teacher marking
- Methods/misconceptions should be immediately corrected by teachers and modelled.

Marking/Feedback in RE

- RE specific spellings should be identified by teacher and corrected by pupil
- A next step question may be given to develop spiritual understanding

Marking/Feedback in other subjects

- Teachers will look at all work completed
- Subject specific corrections will be made e.g. incorrect dates or spellings.

Praise and Rewards

We want the children to progress, to achieve and be proud of their work.

Ticks, stickers, stamps, smiley faces etc may be used to praise work and effort. House points should be given for an exceptional piece of work, effort or answer.

Two stars of the week are identified and celebrated every week in Celebration Assembly and mentioned in weekly newsletter, alongside a mathematician of the week and writer of the week.

Policy Date - September 2021

Review – September 2023