

**St MARGARET CLITHEROW CATHOLIC**  
**PRIMARY SCHOOL**



**FEEDBACK AND RESPONSE POLICY**

FEBRUARY 2019

**Our mission is to create a safe and happy school with a Catholic ethos in the heart of the Brixham community. Pupils and staff are encouraged to reach their full potential, in faith and learning, in a nurturing, stimulating and rewarding environment.**

**We aim to deliver our mission by:**

- Promoting and encouraging a Catholic ethos throughout the school and the community
- Continuing to pursue excellence in academic study by:
  - Identifying academic areas of improvement
    - Encouraging independent study
  - Encouraging excellence in creative, aesthetic and physical abilities
    - Developing a culture of shared good practice amongst all staff
- Enhancing the welfare and guidance offered to pupils, families and staff
  - Developing a culture of activity for all
- Enhancing the partnership and communication between school and parents, governors and local community.



## **Introduction**

This policy outlines the purpose, nature and management of marking and providing academic guidance through formative feedback at St Margaret Clitherow Catholic Primary School.

This policy reflects the consensus and opinion of the whole teaching staff, and has the support of the Governing body.

## **The Nature of Marking and Feedback**

Our responses to children's learning should be timely and provide constructive feedback to every child: enhancing their self-esteem and encouraging their involvement in and ownership of their own learning. It should focus on success and improvement needs against learning intentions, raising expectations, ensuring progress and enabling children to become reflective learners. It should also inform future planning and so guide teachers to develop a more personalised approach to learning, closing gaps and identifying both challenge and support where appropriate.

## Feedback should: -

- be Meaningful, Manageable and Motivating (*'Eliminating unnecessary workload around marking' - March 2016*)

**Meaningful:** marking varies by age group, subject and what works best for the pupil and the teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback as well as the time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** Marking helps to motivate our pupils. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective. Pupils are encouraged to accept challenges and to take responsibility for improving their work.

- have impact on progress and raise standards
- show consistency and continuity throughout the school
- be positive and show that their efforts are valued; raise self-esteem, motivate and reassure; celebrate success
- enable staff and children to have confidence in the belief that every pupil can improve
- communicate clearly what each child needs to improve
- relate to Learning Questions and so communicate clear expectations to the children
- identify 'Next Steps' for pupils ... Now try...
- deepen thinking through appropriate challenge and support
- promote review and reflection by teachers upon assessment data; inform planning and target setting
- encourage children to be reflective and evaluate their own learning and behaviour by being involved in self-assessment and peer assessment thereby developing metacognition
- cover a broad spectrum of responses to children's work and operate on different levels appropriate to the child and the learning intention. It could be verbal, written or both.

## Implementation

- Feedback should relate to the Learning Question or to the child's individual targets.
- Each lesson should have a LQ recorded in the child's book.
- Feedback should be **consistent in quality** throughout the school and be understood by all children.
- Pupils should be taught to check their own work and be encouraged to complete their work to the highest standard in order to develop responsibility for their own learning.
- The level of support provided to the child should be indicated by the supporting adult by placing a 'notch' at the appropriate position on the LQ.

- A range of feedback should be provided based on the needs of each child.

CHALLENGE  
REMINDER  
STEPS  
EXAMPLE



- Stamps are used to support the feedback provided.
- Teachers model cursive handwriting when providing written feedback.
- 'Green for Good' is used consistently across the school to indicate where children have understood and applied their learning effectively.
- Initial comments should recognise, encourage and reward pupils' efforts but further guidance should make ways forward clear - Stairs symbol and 'Now try...'

Subject	Guidance
All	Feedback should be relevant to the assessment requirements of the work; always acknowledged and used to inform focused teaching groups as needed; at times a ✓ and a one word comment; at others a focused mark highlighting key areas for development. LQ is assessed by child at the beginning and end using the appropriate traffic light colour.
English	<p>Success criteria identifying the key features of the genre (and added to as the toolkit is developed through the unit) are assessed by the teacher following the 'Have a Go' task (and used to inform planning/teaching groups) and again following the 'Show what I Know' task, assessed by the teacher, the child and a peer. These should be stuck into the child's book immediately following the 'Have a Go' task.</p> <p>Deep marking at every stage/daily of the drafting process must identify key areas for development whilst highlighting (green) areas understood and effectively applied by the child.</p> <p>The final written outcome should be published on the Proud Authors Board with a marked copy in the child's book. This is marked against the appropriate ARE writing checklist with green highlighting indicating key features evident in the work and pink highlighting to show areas which will be focus for the child (feeding into personal targets).</p> <p>Response focus: R1,2,3 should be used as needed (grammar, punctuation, spelling focused tasks)</p>
Maths	Success criteria identifying the key objectives of the unit are assessed following the elicitation task (and used to inform planning/teaching groups) and again following the application task. These should be stuck into the child's book immediately following the elicitation task. A numerical score should be used to indicate progress.

	When calculations are incorrect, the answer should be marked with a dot and the child given an opportunity to correct it. Modelling, further consolidation or challenge should be evident through the feedback.
RE	<p>Marking should relate to the RE focus but incorrect spellings of religious terminology should be highlighted in the usual way and children given an opportunity to correct them.</p> <p>R1,2,3 should be used to elicit deeper thinking or invite a personal response (linking to AT2 and AT3)</p> <p>There should be an extended piece of work per unit where the child's understanding of the RE concepts are assessed according to the assessment standards.</p> <p>The unit cover sheet should list the assessment standards made relevant to the particular unit and using the driver words: describe, retell etc</p> <p>The assessment standards should be highlighted green or pink at the end of each unit.</p> <p>Assessment of Sacraments, Lent and Revelation are moderated and evidence submitted by teachers to support their assessments.</p>
Learning Experience	<p>Extended pieces of writing are assessed against the appropriate ARE writing checklist (sticker).</p> <p>There should be a deep mark of at least one piece of work related to subject specific knowledge in addition to the extended written task. This should make areas for development clear to the child and invite pupil response (R1,2,3)</p>

- R 1,2,3: Teachers should avoid consistent labelling of responses so that there is not an obvious link between the level of challenge and the R set. The responses should be listed on a flipchart/PP slide at the beginning of subsequent lessons.
- Children should read, reflect and respond to feedback using their purple pens as needed and efforts to address 'Next steps' in subsequent work are praised and encouraged.
- Children will be encouraged to take an active part in their own learning through responding to their 'Next Steps' (providing 'Purple Pen' time) and through opportunities to self-asses at the start and end of each lesson using the appropriate traffic light colour.
- Children should be explicitly taught to self assess and peer assess effectively.
- Children's responses/corrections are subsequently checked.
- Senior Leadership Team (SLT) will monitor plans for provision of opportunities to self-assess/peer-assess, e.g. use of Success Criteria; purple pen, traffic light indicators etc
- A common set of symbols are used throughout the school, to indicate how children can improve their work. These symbols are introduced progressively, appropriate to the age and understanding of the children. **They are displayed in each classroom.**
- Spellings (sp) are marked according to the focus of the piece of work and the teachers' expectations of each individual child based on phonics/spelling rules taught, Learning Experience words displayed or provided, repeated use by the child etc

- Emphasis is on the quality of work in relation to learning, rather than the quantity of work and its presentation; however this is not to say quantity and presentation are not important and efforts to improve these aspects should be made.
- Emphasis will be placed upon individual success rather than comparing pupils with each other.
- The teachers' knowledge of their pupils' individual learning needs will guide feedback.
- Children's success will be celebrated through sharing of work with a range of audiences: a child's own class, Head Teacher, other classes and good work assemblies.

## **Conclusion**

The Marking Policy, together with the CAST Assessment Policy and the Teaching and Learning Policy, form a trio in which the positive aspects of the learning process are stressed. At the heart of children's learning is the recognition that every child can improve and that it is the teachers' job to diagnose their next learning steps and provide opportunities for the children to take them. Structured, systematic analysis of pupil's work and of the termly assessments will enable teachers to ensure progress is being made.

See Appendix 1 for Book Marking guidance

See Appendix 2 for Marking Symbols

Recommend for Adoption: February 2019

Review Date: February 2020

Chair of Governors: ..... Date.....

## Book Marking

**Learning Questions** - these identify the focus objectives.

### **Praise & Reward**

*Praise and rewards can be given in many forms for good work, effort and/or achievement. For example: Green highlighting, stickers and stamps.*

### **Good Practice Highlighted in Green**

*This would include, for example, when a child has a feature in their work that links directly to the success criteria, target or learning. This is then highlighted by the teacher in green. Areas for development are highlighted in pink and these feed into personal targets.*

### **Moving On Comments/Areas for Improvement**

*These would include explicit targeted instruction/modelling to show how a child may improve their work or a differentiated 'R' which the child responds to. When providing verbal feedback, an asterisk and focus is written in the margin to indicate the point of feedback ie \*VF punctuation. Subsequent work should evidence that the pupil has acted upon the given feedback. It is also an expectation that the child will be provided with time to make improvements to the desired corrections - purple pen time along with subsequent opportunities to consolidate previous learning (if appropriate).*

### **Assistance Identified**

*If a child is assisted with their work, or discussion takes place between themselves and an adult, then this is identified on their work by: 'Teacher/TA assisted' stamper or the adult's initials and a notch placed on the I to show the level of support provided.*

### **Self/Peer marking**

Children self assess against the LQ at the beginning and end of each lesson using the appropriate traffic light colour:



**Green** - I am confident that I understand

**Orange** - I am unsure of some aspects

**Red** - I do not yet understand this learning

*When 'peer assessed' the assessing pupil should put their initials and all pupils should complete the relevant column of the Success Criteria grid in each others' books. Pupils need to be taught to do this effectively and neatly.*

## MARKING SYMBOLS

?	GO BACK AND CHECK
	Next Steps <i>followed by</i> 'Now try...'
😊 ✓✓	BRILLIANT / WELL DONE
//	NEW PARAGRAPH NEEDED
Sp	SPELLINGS (WRIGGLY LINES DRAWN UNDERNEATH THE WORDS)
VF	VERBAL FEEDBACK (followed by focus)
I	INDEPENDENT WORK
T/TA	T/TA Supported followed by  to indicate level of support.
T2T	TALK TO TEACHER (on completion of task when too late for VF but a conversation is needed)