

St. William of Perth Catholic Primary School

Marking and Feedback Policy



'Feedback is one of the most powerful influences on learning and achievement.' (*Hatty and Timperley, 2007*).

This Marking and Feedback Policy lays out the schools aims of marking children's work and providing feedback as well as strategies used by teaching staff.

Whilst there is no 'one-size-fits-all', this policy recognises that marking and feedback should serve to advance pupil progress and outcomes whilst offering children opportunity to monitor and regulate their own learning. Strategies used by teaching staff should be appropriate and reflect the high standards of the school.

Our Marking and Feedback Policy closely links to our curriculum intent, which aims to support children to control outcomes and achievements by recognising they have the ability to improve and grow through their own actions and perseverance so that they leave St William of Perth with learned mastery and optimism.

[The Curriculum | St. William of Perth Catholic Primary School \(stwilliamofperth.org.uk\)](http://stwilliamofperth.org.uk)

PRINCIPLES

Feedback strategies must be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted 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 cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

FEEDBACK AND MARKING AT ST WILLIAM OF PERTH:

Our approach to feedback is based on the following recommendations as part of the EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning'

1. Teachers lay the foundations for effective feedback: high-quality instruction will reduce the work that feedback needs to do.

2. Teachers deliver appropriately timed feedback that focuses on moving learning forward.
3. Teachers plan for how pupils will receive and use feedback
4. Teachers carefully consider how to use purposeful, and time efficient, written feedback.
5. Teachers carefully consider how to use purposeful verbal feedback.
6. We have designed a school feedback policy that prioritises and exemplifies the principles of effective feedback.

HOW WE IMPLEMENT THESE RECOMMENDATIONS AT ST WILLIAM OF PERTH

We recognise that effective feedback requires a culture of dialogue between teacher and learner; children who are aware of their own learning and involved in the process are more likely to make greater progress.

We employ a range of strategies; teachers use their professional judgement as to which strategy is most appropriate

1) Task and Product Level: Corrective Feedback

- Immediate 'live' feedback- including subsequent intervention to correct, consolidate or extend
- Verbal feedback
- Using highlighters to draw children's attention to specific parts of their work
- Use of marking codes which refer to the Learning Objective
- Written comments by class teacher providing specific next steps
- Written comments by teacher or Support Staff
- Whole-class feedback
- 1:1 (or small group) after the lesson to address learning
- High-quality modelling by teaching staff
- Whole-class feedback

2) Process Level: Student's Developing their own Learning Strategies

- Planned time for reflection and response to teacher's marking.
- Give pupils opportunities to set their own learning goals
- Teaching children strategies to assist themselves with their learning
- Seeking feedback

3) Self-Regulation/ Conditional Level: Student's improving their ability to monitor their own learning and progress

- Self assessing; children may use marking codes themselves or suitable alternative, such as smiley faces etc
- Peer assessment
- Reading written work aloud and allowing children to discuss.
- Displaying and referring to clear success criteria
- Children working towards specific, individualised

4) Self-Level: Providing praise, but not in such a way that it dilutes the power of feedback

- Displaying children's work to motivate
- Rewarding work with extrinsic rewards (merit/celebration awards/stickers)
- Sharing work with parents/school websites/Classdojo