

Holy Family Catholic School



Marking and Feedback Policy

November 2024

*Providing feedback is well-evidenced as having a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
(Education Endowment Fund)*

Introduction

At Holy Family, we recognise the importance of feedback as part of the teaching and learning cycle. We are mindful of the research surrounding effective feedback as well as the workload implications of written marking. Our policy is underpinned by the evidence of best practice from the Education Endowment Fund, whose research shows that feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Key Principles

Our feedback policy has, at its core, a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Written comments should only be used where they are accessible to pupils;
- We understand that that feedback delivered closest to the point of action is most effective;
- Feedback is 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;
- Evidence of feedback and marking is incidental to the process; it is not to provide additional evidence for external verification.

Pupils' work should be reviewed by teachers on a regular basis so that it might impact on future learning. Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use the information obtained from this to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of the lesson or task
3. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and addressing misconceptions, especially for younger pupils. As a school, we place emphasis on the provision of immediate feedback. Where feedback is based on a review of the work completed – away from the lesson – the focus will often be on providing feedback for the teacher to further adapt future teaching.

Type of feedback	What it looks like in practice	Evidence
Immediate Feedback	<ul style="list-style-type: none"> • Assessment for Learning strategies where teacher gathers feedback from teaching, including mini whiteboards, book work, verbal contributions etc. • Takes place in lessons with individuals or small groups; often given verbally to pupils for immediate action • May involve use of a TA (teaching assistant) to provide further support or further challenge • May redirect the focus of teaching or task • May include marks/writing in books during the lesson 	<ul style="list-style-type: none"> • Learning Walks • May be some evidence of annotations
Summary Feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity – often involves whole groups or classes • Provides an evaluation of the learning in the lesson • Live marking - may take the form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas for development 	<ul style="list-style-type: none"> • Learning Walks • Some evidence of peer- and/or self-assessment in books • May be reflected in selected focus review feedback (marking)
Review Feedback	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments / annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate actions/responses • Adaptations to teaching sequences and/or tasks when compared to planning • Altered future groupings

Work will be acknowledged in different ways, in different phases and in different subjects. Broadly, phases are in line with one another, so that children know what feedback to expect as they move through the school. A 'Best Practice' document explains in further detail the strategies that our teaching staff use to offer meaningful feedback and move learners' understanding forward. What follows is a broad statement explaining the principles we follow for feedback in each phase:

In EYFS:

Feedback is shared verbally with the child at the point of the teaching and learning. As well as this, information is shared with parents and carers via Early Essence, reports and parents' evening meetings. Our EYFS team will discuss targets and children's next steps regularly and ensure the provision responds to the children's needs.

In Key Stage 1:

Much of the feedback the children receive will be verbal and immediate, as this is usually the most appropriate and impactful for the age and stage of the children involved. Review feedback will only lead to written comments for those pupils who can read and respond independently; this will be at the teacher's discretion. For those pupils who cannot access this type of feedback, review marking may mean that they have a 1:1 conversation with their teacher or TA in order to address any misconceptions and highlight the positives. Children will be shown that teachers value their efforts, however they decide to give feedback.

In Key Stage 2:

Immediate verbal feedback and summary feedback in each lesson will not be evidenced in books by the teacher. The teacher will, however, take a sample of books at the end of each lesson, ensuring that all children's books are looked at regularly; they will keep a record of whose books have been looked at.

Written marking and comments should only be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to address this with adjusted groupings or future planning, rather than written comments. Where a child has achieved the intended outcome and is well-prepared for the next stage in their learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. In English, for example, the marking and annotations may take place at the planning stage of the task, rather than the finished polished piece. This will ensure that guidance is given where it can have the most impact, rather than as a summary of the work produced.

Corrections and Next Steps

Corrections and 'next steps' will be given as the teacher sees fit. This will happen at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone, however where they are given, it is expected that time will be set aside for the pupil to revisit the work in order to complete the next step and/or make any necessary and identified corrections to their work.

Whole Class Feedback Notes

Teachers will often collate common misconceptions at the review stage of feedback. A whole class feedback form will allow teachers to identify positives and work that should be shared with others, as well as potentially highlight those children who need to focus their corrections or next steps on a particular skill or area. The notes that the teacher makes at this stage will be used by the teacher in the next lesson to readdress issues or offer the chance for corrections to be made, further deliberate practice to take place, or a further challenge to be set. These forms will be kept and revisited where necessary to ensure that progress is being made and the same mistakes or misconceptions are not continuing to be made.