Kent Catholic Schools' Partnership

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St. Augustine's Catholic Primary School
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Learning and Feedback Policy

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'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At St. Augustine's Catholic Primary School, we believe that marking is an essential part of **planning, assessment, teaching** and **learning**. Responding to pupils' learning through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

The purpose of this policy is to explain and give examples of how teachers/other adults mark children's learning and provide feedback. All members of staff are expected to be familiar with the policy and apply it consistently.

Our policy is underpinned by the evidence of best practice from the Education Endowment foundation (Appendix 4) in which research shows that effective 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 learners when they are wrong

It is important to provide constructive feedback to children, focusing on success and improvement against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Formative feedback is a fundamental aspect of effective teaching. Through formative feedback, both teachers and children gain the information needed to modify the teaching and learning activities in which they are engaged (Black and Wiliam, 1998), enabling learning to become increasingly specific to the needs of each child or class. Effective feedback, in all its forms, is the central theme of formative assessment (Clarke, 2003)

Aims

Principles of effective feedback

At St Augustine's, we have identified the following key aspects that allow feedback to be both formative and incisive:

- Timely
- Specific
- Clear
- Analytical/appropriately detailed yet not unnecessarily lengthy or complicated
- Focused on improvement, not correction
- Prompts the involvement of the child as the key driver for their learning.

Types of feedback

Effective feedback does not exclusively mean 'marking', although this has its place. At St Augustine's, we instead aim to create a ***feedback-rich environment*** by using various types of feedback. A feedback-rich environment will often include combinations of all of the following, but work best when framed at all times within the principles of effective feedback given above:

- **Self-Assessment** – this includes strategies such as children using a pencil to mark their books and can be extremely useful for time management, but these often need to be used alongside further strategies (see below) and/or alongside a clear framework so that children understand how to improve or correct their errors.

- **Peer Assessment: given from child to child** – strategies such as learning partners working together to read through or edit work, following adult directive and making changes in pencil. Peer assessment is planned for specific lessons and is not habitual in any class as the sole form of feedback.

- **Verbal feedback TA/Teacher to child during the lesson** – typically viewed as one of the most effective types of feedback, this typically occurs when an adult has noticed something in the moment and responds directly, and works most effectively when adults have a pen to be able to model and guide the learner but the learner is responsible for making any necessary changes or improvements with their purple pen.

- **Verbal feedback given from TA/Teacher to child following the lesson** – as above but based on a perceived issue noticed by the teacher when looking at the work children have produced. A good example of formative assessment leading to action, this is often an effective way to avoid unnecessarily lengthy or complicated written marking.

- **Written/recorded feedback given from TA/Teacher to an individual child following the lesson** – typically viewed as less effective than oral feedback given on a 1:1 basis (above) but allows the adult to have impact on a greater number of children.

- **Written/recorded feedback given from TA/Teacher to a group of children or the class following the lesson** – typically quicker than individual written feedback but less specific. This will be done via the 'Feedback' slide at the start of the lessons, and time will be given to pupils to respond with their purple pen to the feedback on the board. Can be a good example of formative assessment where careful analysis of children's learning has occurred.

Specific approaches:

- Children, as the chief driver of their own learning, respond to feedback of various types using a green pen.
- Where written feedback/modelling in children's books is used by an adult and written in green pen.
- Where written feedback/modelling in children's books is used by an adult, English and all other subjects should be marked using green pens.
- All English Cold Tasks must be reviewed in greater depth so that next steps can be evaluated. A whole class feedback slide is then shared with the priorities on it.

Frequency of Feedback

At St Augustine's, we aim to create a feedback-rich environment at all times. Where written marking is used by the class teacher, it should be at a time where this can have the most effective impact (e.g. following extended writing) and not where children's self-marking would suffice. In an effective feedback-rich environment, it is unlikely that written marking would fall below the following frequency:

English	One written feedback per pupil in their book per week; the pupil will be expected to respond in purple pen to this feedback. At least 3 written group feedback slides per week for pupils to respond to.
Maths	One written feedback per pupil in their book per week; the pupil will be expected to respond in purple pen to this feedback. At least 3 written group feedback slides per week for pupils to respond to. Self-marking and peer marking could take place once per week, dependent on the type of task or learning.
RE	At least one written feedback or verbal feedback (marked with VF) per week, with evidence of the pupil responding to this in purple pen. A range of other strategies are also likely to be used for some lessons.
Science	Evidence of either verbal feedback or written feedback in books to be evident every lesson. This could be through feedback slides, group feedback in the lesson (indicated with a VF in green pen), or a written comment that requires a response from the pupil in purple pen.
Other	At least once within the equivalent of a week's learning and particularly following extended learning activities. A range of other strategies including peer feedback are likely to be used for other sessions.

Guidance on marking children's learning

At St. Augustine's Catholic Primary School, all teachers and other adults in each class are familiar with how work is marked. Student teachers are shown how to follow the policy and are given examples.

The principles of effective feedback given above should be the guiding pillars behind all feedback. Creating a feedback-rich environment allows both for a more effective overall learning environment and is more manageable than excessive written marking. A feedback-rich environment is often made even more effective and more manageable by carefully combining various strategies in a planned-for and organised manner, e.g. identifying a planned type of feedback on lesson planning; using class rotas for working with different children over the course of a week.

Live Marking

Live marking reduces marking workload outside of lesson hours. Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the pupil.

How it works:

Set pupils to work and whilst they are learning mark their books. Most of this marking is completed using our colour coded system and follows the marking code but it also includes ideas and directions.

If after live marking a selection of books the same error is noticed it allows you to stop the class and address the misconception allowing for immediate impact. With this approach, progress will be shown and further learning will take part within that lesson relevant to each pupil who has received live marking in that lesson.

It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any adult.

Growing Knowledge (GK's)

Learning Intentions are known as at 'Growing Knowledge' at St. Augustine's. These are used in every lesson. They are either shared at the beginning of the lesson, or generated by the children through the course of the learning.

Highlighting children's learning

All teachers and adults who help the children highlight the learning intention of **every** piece of learning of **every** child in the class using the colour code system. Only the initials 'GK' need to be highlighted, not the entire sentence.
Highlighting ensures that children have clear and immediate feedback about their progress towards meeting the learning intention and they can immediately see how they have done.

The GK should be highlighted using the following colours:

Pink if the child has met the learning intention of the lesson. ('Tickled pink')

Green if the child has not yet met the learning intention of the lesson ('green for growth')

The comment underneath the work depends on the colour of the GK.

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Handwriting
All children in KS2 will write in pen, except for maths and drawings when it is pencil. All KS1/FS children will write in pencil. All adults follow the school handwriting policy when marking learning. Children need role models in all aspects of life so the presentation and handwriting style adults use is of upmost importance. Comments written by adults will use cursive script.

Codes in the classroom
All codes of marking are explained to the children and regularly revisited. Appendix 2 is displayed in each classroom.

When learning is marked, the marker adds their initials as well as the size of the group they were learning with. For example, if significant support was given, the initials of the adult plus 1:1 would be written. A different ratio would be given for a group input for example; 1:4 ie one adult to four learners.

If the learning has been carried out independently, no ratio will be noted.

Correcting spelling, punctuation and grammar
We mark towards the GK with teachers giving feedback in light of this. Spelling, punctuation and grammar are not marked in every piece of writing, although when children have finished their learning, teachers ask them to check for elements that they know are wrong in their work when they read it through.

Common mistakes such as using *was* instead of *were* or core words spelt incorrectly throughout a piece of learning, are corrected. Teachers and TAs need to use their professional judgement to support individuals on their spelling, punctuation and grammar.

Monitoring and evaluation
Subject leaders and SLT monitor books regularly to ensure that marking is being carried out effectively and is in-line with the school feedback policy. This takes the form of triangulation.

Appendix One: Assessment for Learning

Characteristics of Assessment for Learning	Teaching Strategies
Sharing GK with children	Share GK at the beginning of a teaching sequence and, where appropriate, during the teaching sequence. Use these objectives as the basis for questioning and feedback during the teaching sequence and to help children define what success might look like. Evaluate this feedback in relation to achievement of the LI to inform the next stages of planning.
Helping children know and recognize the standards they are aiming for	Share children's work that has met the success criteria, with explanations of why. Model what it should look like. Exemplify 'what a good one looks like' through demonstration, joint work or sharing another child's work. Provide displays and models of children's work that show work in progress as well as a finished product and that reflects a range of abilities.
Involving children in peer-assessment and self-assessment	Give children clear opportunities to talk about what they have learned and what they have found difficult, using the GKs and success criteria (Steps 2 Success) as a focus. Encourage children to work and discuss together, focusing on how to improve. Ask children to explain the steps in their thinking; 'How did you get that answer? Identify with children the next steps in learning. Give time for children to reflect on their learning.
Providing feedback that helps children recognize their next steps and how to take them	Value oral as well as written feedback. Ensure that feedback is specific and positive, identifying what the child has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups.
Promoting confidence that every child can improve	Identify small steps to enable children to see their progress, this building confidence and self-esteem. Encourage children to explain their thinking and reasoning.
Involving both teacher and child in reviewing and reflecting on assessment information	Reflect with children on their work, for example through a storyboard of steps taken during an investigation. Choose appropriate tasks to provide quality assessment information (with an emphasis on process, not just the correct answer). Provide time for children to reflect on what they have learned and understood, and to identify where they still have difficulties.

Appendix 2: Marking Symbols

What my teacher writes	What it means	What I need to do
Sp	I have made a spelling mistake. Sometimes my teacher will underline the word that needs correcting.	I should find the mistake and write the word correctly three times underneath my writing using my writing pen or pencil.
C	I have not used a capital letter where I needed to.	I need to add a capital letter to my writing using my purple pen or pencil.
Circled error in green pen	I have not used a full stop, comma, question mark, or other punctuation mark where I needed to.	I need to add the appropriate punctuation to my writing using my purple pen.
HW – my teacher will also underline some words.	I have not formed my handwriting correctly.	I need to re-write the words my teacher has underlined again three times underneath my work using my purple pen.
P	I have not started a new paragraph when I should have near this point in my writing.	Use mu purple pen to write // where I think I should have stated a new paragraphing within the body of my writing.
^	I have left out a word from my sentence.	I need to add the missing word using my purple pen or pencil.

Appendix 3:

Research for live marking:

Published in April 2016, a research paper by the University of Oxford and Education Endowment
Foundation, consisting of a panel of 1,382 practising teachers from 1,012 schools in the maintained sector in England completed the survey. The executive summary said:

The quality of existing evidence focused specifically on written marking is low.
School leaders and teachers should aim to create an effective, sustainable and time-efficient marking policy.

The research highlights that faster feedback is more valuable *is consistent with* studies of verbal feedback that indicate that learners find it easier to improve if their mistakes are corrected quickly. However, the lack of studies in schools suggests that this is an area where more research would be valuable.

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors. However feedback has the power to impact both positively and negatively on pupil performance.

Benefits of Live Marking:

- Pupils engage in the feedback there and then
- The feedback is relevant and immediate
- The feedback is given at the point it is usually needed most – when the pupil is working
- The feedback is personal
- The feedback includes examples and I can model, if necessary
- The feedback can be used to develop the whole class
- The feedback is appropriately matched to each pupils
- Train children – independence/impact editing process
- More visual – easier to understand
- Feedback is communicated and understood by children instantly
- Need good quality modelling to compliment live marking
- Constantly informs teaching/next steps
- Gives children more guidance and focus to expectation
- Fosters a risk taking approach to learning and further challenges
- Objectives achieved recognised

- Every child gets teacher focus – all children get live marking weekly
- Improves teacher knowledge and encourages mini plenaries to address misconceptions

This also means that:

- Teachers must still ensure that they have a good overview of individual and collective pupil's work and progress to inform future planning and value their work
- Pupils should not spend time queueing to see the teacher or waiting by a desk. Staff should move to the children and circulate around or sit with a group
- Where the pupils have been given a task e.g. a correction and improvement or a challenge they must be given time to complete it. This can take place during the lesson with the teacher or during dedicated follow up time

Appendix 4:

EEF_Feedback_Recommendations_Poster.pdf(educationendowmentfoundation.org.uk

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

