



St. John Vianney School

Steps to Independence & Education for Life

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SAINT JOHN VIANNEY R C SCHOOL



THE MISSION

STATEMENT OF

SAINT JOHN VIANNEY SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

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Statement of intent

St John Vianney School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school aims to ensure is consistently applied by all teaching staff.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback effectively.

1. Roles and responsibilities

1.1. At St John Vianney the **Headteacher and the Assistant Headteacher (Teaching and Learning)** are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the pressure placed on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes within the school.

1.2. At St John Vianney **Subject Coordinators** are responsible for:

- Ensuring all members of staff within their subject areas are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their subjects and reporting their findings back to the Headteacher and the Assistant Headteacher (Teaching and Learning).
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

1.3. At St John Vianney School **Teachers and Teaching Assistants (TAs)** are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer further intervention support systems.
- Monitoring the learning of all pupils within their class to ensure they are making expected progress.
- Ensuring that pupils understand the feedback they have been given.
- Providing opportunities for pupils to ask questions in regard to any feedback they have received.

2. Expectations

2.1. **Teaching staff** are expected to:

- Provide marking that offers clear information about why pupils have done well.

- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback is provided, as appropriate.
- Provide pupils with opportunities to reflect on feedback, which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Adapt how feedback is given, so that all pupils can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

2.2. Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

- 3.1. St John Vianney School understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.
- 3.2. Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

- 3.3. If a teacher has a query, their subject coordinator, the Headteacher or Assistant Headteacher (Teaching and Learning), will be available to offer guidance and support regarding the school's procedures.
- 3.4. If a teacher is unsure about the effectiveness of their own practices, the Headteacher or Assistant Headteacher (Teaching and Learning), will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

- 4.1. All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:
 - The individual pupil's abilities and goals.
 - The areas a pupil can improve in.
 - Giving clear guidelines for improvement.
 - Linking areas of improvement.
 - Reminding the pupil of previous success to boost confidence.
 - Providing effective communication between pupils and teachers.
 - Improving the self-belief and confidence of pupils.
 - Celebrating success.
 - Identifying pupils who require additional assistance.
 - Providing clarity and consistency of marking across the school.
 - The individual pupil's level of understanding.
- 4.2. Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.
- 4.3. When distance marking there are a number of questions teachers will keep in mind, including the following:
 - Are the comments easy for the pupils to understand?
 - If parts of the work need improvement, are the comments constructive?
 - Do comments highlight particular points for improvement?
 - Have positive comments been highlighted?
 - Is the pupil likely to understand why the work is correct or incorrect?
 - Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?
- 4.4. Pupils will be given ample time to reflect on their feedback.

- 4.5. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.
- 4.6. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.
- 4.7. Rewards will be given to pupils in a variety of ways including
 - Stickers placed on work.
 - Reward tokens.
 - Praise in front of whole class.
 - Displaying excellent work around the classroom.
 - Letters to parents/carers.
 - Recognition in assembly.
 - Star of the Week nomination.
 - Weekly Newsletter.
 - Verbal praise in a one-to-one setting.
- 4.8. Teachers will assess whether pupils understand their feedback by asking them to complete the specific activities required.
- 4.9. Teachers will encourage pupils to mark their own and each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.
 - Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in Mathematics

- 4.10. As Mathematics tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.
- 4.11. Teachers may use the following techniques when marking in Mathematics
 - Ticking correct answers and leaving a dot on incorrect answers.
 - When possible, providing immediate feedback to pupils to show them how to reach correct answers.
 - If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again.

- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Marking in literacy

4.12. Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers may use the following techniques

- Give feedback on whether the learning objective has been achieved and the success criteria followed.
- Identify the next steps in the learning process.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the class group.
- Correct spellings, particularly those appropriate for the class group.
- Correct punctuation and grammatical errors appropriate to the objectives for the class group and tailored to the individual needs of the learner.
- Allow specific time for pupils to read, reflect, and respond to marking.

5. Feedback

5.1. Feedback should be given to:

- Motivate pupils.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

5.2. Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

5.3. St John Vianney School asks learners to respond to feedback in their class books, where appropriate, detailing the type of work that was undertaken and the areas for improvement.

- 5.4. To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by, where possible:
- Clearly outlining which subject content will be covered in each class.
 - Explaining the areas pupils will need to understand.
 - Having a clear plan in mind for the progression of learning in the subject.
 - Having a final goal in mind for the month/term/year.
 - Having a number of progression plans that account for all abilities in the class.
 - Making it clear what the objectives are from week to week, as well as final expectations.
- 5.5. The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.
- 5.6. Teachers may use one of the following methods to suggest improvements when offering feedback:
- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
 - **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
 - **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.
- 5.7. Verbal feedback can act as a way to give immediate and effective feedback to pupils.
- 5.8. Teachers will mark on pupils' work when verbal feedback was given.
- 5.9. Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in a one-to-one session.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

6. Improvement plans

- 6.1. The Headteacher and Assistant Headteacher (Teaching and Learning) will conduct surveys of marking and feedback by asking teachers:
 - How they feel the practices benefit pupils.
 - How practices can be improved.
 - Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.
- 6.2. The Assistant Headteacher (Teaching and Learning) will conduct surveys of marking and feedback by asking pupils:
 - Whether they read their feedback.
 - If they find the feedback useful.
 - If they receive too much or too little feedback.
 - Whether they understand the comments when teachers mark their work.
- 6.3. Following a review of these surveys, the Headteacher and Assistant Headteacher (Teaching and Learning) will be responsible for the ongoing development of the School's marking and feedback improvement plan.
- 6.4. The Headteacher or Assistant Headteacher (Teaching and Learning) will circulate any plans to improve practice to all staff in St John Vianney School.
- 6.5. The Headteacher and staff at St John Vianney School will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

- 6.6. Teachers will pass any concerns regarding the school's marking and feedback practices to the Headteacher or Assistant Headteacher (Teaching and Learning).
- 6.7. Teachers' marking and feedback will be reviewed by the SLT on a termly basis to ensure that practices are consistent and effective.
 - Teachers will submit a set of sample books from their class for cross-checking.
 - Regular staff meetings will be held for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

7. Monitoring and review

- 7.1. This policy is reviewed annually by the Headteacher and/or Assistant Headteacher (Teaching and Learning).
- 7.2. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.
- 7.3. The scheduled review date for this policy is June 2024.

Appendix 1

Marking and Feedback Schedule

At St John Vianney we believe that work undertaken by our learners in their lessons should be marked and assessed regularly, providing feedback to pupils that can help them bring about improvements in their learning.

Marking work and giving feedback provides staff with an excellent opportunity to reward and value pupil work and to signpost what the learner can do to consolidate, improve and extend their learning. Staff will then provide opportunities for feedback to be acted upon by each pupil to support them in developing their learning; Making a Difference (MAD) time.

Layer 1

Regular Teaching Assistant (TA) and teacher informal assessment of work/books.

Self and Peer Assessment

This helps provide positive reinforcement, the Identification of 'Independent' and 'Assisted' work and the opportunity to provide Rewards to pupils. Staff can use this to additionally support our Assessment of Learning through recording as SOLAR evidence.

Layer 2

Temperature Check

Each half-term a 'Temperature Check' of class activity will be undertaken by the class teacher and this will be placed in the school books. Pupils will be provided with activities after the 'Temperature Check' to consolidate, further develop/extend or challenge them in their learning. Making a difference (MAD) time will be provided immediately after the 'Temperature Check', to allow each child to build upon their learning. This will be undertaken by the learner in 'Green' pen.

Layer 3

Deep Marking

Once (Twice for Mathematics and English) during each half term the class teacher/TA selects a 'substantial' piece of work and provides annotation and improvements on the work. At the end of the piece of work the Teacher/TA labels the work with 2 '*Stars*' (2 strengths identified in the work- for positive reinforcement) and a '*Wish*' (a clear improvement area).

Under the *Wish* label the Teacher then identifies for the learner a task to consolidate, develop/extend or challenge their prior learning, which is undertaken in 'Green' pen by the pupil at the next lesson opportunity. (MAD time).

Layer 4

Formally Assessed Work

All teaching staff will authentically upload '*Stars*' on the framework for learning for each child against the SOLAR assessment statements. These reflect the assessment opportunities planned for in learning and the progress made by each pupil in their lessons.

Each progress level will have a minimum of three pieces of "best" work as evidence. This evidence may be in file, picture, audio recording or video format.