



St Anne's C of E (A) Primary Feedback & Marking Policy – September 2024

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:

Love God

Love learning and

Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Introduction

At St Anne's School, we believe it is important to have a consistent approach to responding to pupils' work throughout school. We want to ensure that all pupils receive feedback in such a way that it progresses their learning, develops their self-confidence and gives them clear guidelines on how to improve their work. Feedback is an essential and valued part of the learning process.

Context

This policy has been written after collaboration with all teaching staff and consideration of extensive research carried out on the impact of marking concerning pupils' self-esteem and progress. The aim of this policy is to ensure that high quality feedback is delivered to students at St Anne's whilst ensuring that teaching staff are not unnecessarily burdened with excessive marking. Our core purpose is to plan and deliver excellent lessons. The best use of time of our teaching staff is to assess what the children know in a lesson and use that information to plan and adjust lesson content each day.

Why do we use feedback?

- To evaluate whether a pupil has understood or learnt something in order to help plan the next lesson
- Reflect on whether we need to provide additional support for a pupil in the next lesson
- Evaluate whether a pupil is making progress with skills, knowledge and understanding.
- To provide clear and concise guidance to pupils to enable them to make progress.
- To ensure that the child is at the centre of the learning process.
- To help inform summative assessment.

Verbal Feedback

High quality verbal feedback is given more emphasis at St Anne's than written feedback. The quality of feedback is crucial. Modelling and exemplification should be ongoing whilst children work. Feedback is more effective when it is immediate and pupils can respond and ask questions at key points in their learning. Verbal feedback allows children to quickly progress in their learning and do something different to achieve a better standard in a given task. Every adult in class works smartly, within each lesson, to ensure that as many students as possible receive immediate, 'live' feedback on how to improve their work.

Books

At St Anne's we encourage children to take great pride in their books in all subjects. Our school motto of 'being the best you that you can be' is emphasized at all times including when children work in books. When a child has received feedback from their teacher you will see:

- The P I G S system filled in to reflect the type of support given to a child or group of children (P – Partner, I – independent, G – guided and S – supported).
- The initials VF will be present to signal that a child has received live feedback during a lesson. See below for other symbols you may see (insert from current marking policy).
- The use of pink and green highlighters to sign post children's next steps. We use green for good and pink for think.
- Our aim is to provide live feedback to as many children as possible in a lesson. The remainder of the cohort will receive an acknowledgement green highlighter tick once the teacher has read their work. The knowledge gained during this review will be used to inform ongoing teacher planning.

You may also see:

- More detailed teacher comments written in black pen where appropriate. This is more likely to be seen in Key Stage 2.
- Where written feedback is used, it should be recorded in a manner suited to the individual child. The only reason this method will be used is for self-esteem and precise progression. It is therefore crucial that the child understands the feedback.
- Peer response. This provides an opportunity to write for a different audience, consider personal goals and develop the language of learning.
- Children responding to teacher feedback in a 'green gloss' pen.
- Self-marking. This will be completed in the lesson as a method of immediate feedback. More commonly this will be seen in mathematics as it is a useful tool for children to correct work, check methodology and seek immediate advice or support.

During the lesson

During lessons teachers work smartly to give valuable, live feedback to as many children as possible. To enable this to happen, you will see:

- Teaching staff moving around the classroom with pink and green highlighters and a black pen ready to give feedback when required.
- Teachers will initially check that all children are on track with their learning.
- They will carefully consider timing of feedback. Not jumping in too soon in some situations is just as important as quickly giving feedback to a child who is developing a misconception. We would not want to interrupt valuable discussion and thought processes, but we would want to give input before a misconception becomes embedded.

- We may pair the children up or stop the class to deliver mini-plenaries where a number of children are developing a misconception.
- Teaching staff may quietly write a method or a further example on the board for children to refer to rather than disturbing the whole class.
- We may 'eavesdrop' to support 'Assessment for Learning'