

OVERVIEW:

At St Joseph's, we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from all teaching staff to enable them to understand their progress and achievement and what they need to do next to improve.

The methods used for providing feedback on work will to be applied consistently throughout the school, but will be adapted according to need in each phase.

OBJECTIVES:

1. To develop the teacher's awareness of the children's current stage of development, and identify next steps for teaching and learning.
2. To give children accurate feedback on their progress and achievement.
3. To tell children what they need to do next to improve.
4. To quickly identify 'stuck learners' and help them move forward.
5. To promote a positive self-image for learners, in accordance with our school mission.
6. To encourage children to value and take pride in their work.
7. To celebrate and reward children's achievement and progress.
8. To agree and set challenging targets for improvement.
9. To embed a cohesive approach to feedback procedures, used throughout the school.
10. To enable children to self-evaluate their work and take responsibility for target setting.
11. To provide evidence for assessment, recording and reporting.

STRATEGIES:

1. Teachers' feedback to children on their work, which may be oral, and/or written will provide positive, clear and easily understood feedback and encouragement.
2. Oral feedback should be used whenever possible and it should be given as the learner is engaging in the learning process rather than later.
3. Feedback and marking will celebrate and reward success and tell pupils what they need to do next to improve, see appendix for stamp codes for KS1 and KS2.
4. Feedback will result in clear next steps being identified for improvement, these may be oral, written or embedded in to planning.
5. Written comments in any child's book need to be pertinent to the learning objective, mastery keys and/or spelling.
6. Children will be involved in the feedback process through: Responsive Teaching, self-assessment using Balance wheel and TRI time responses.
7. Teachers may give feedback and mark work during lessons when pupils are present.
8. Feedback may be given in teaching and learning time through Responsive Teaching, which will celebrate successes and model clear ways to move forward.
9. Extensive written comments by teachers are unnecessary and must be kept to a minimum.
10. Written comments from staff will be recorded in purple pen.
11. There will be a consistency of approach through oral, written and Balance feedback across the school.
12. Stickers/stamps or dojo rewards are be given to celebrate achievement and progress.
13. In the interests of reducing teachers' work load, teachers are encouraged to mark within the working day (including PPA time) and they should concentrate on oral feedback during the lesson, through Responsive Teaching and Balance assessment rather than written comments.
14. In EYFS next steps will be recorded where appropriate alongside observations in Evidence Me.
15. See appendices for specific examples of how spelling errors are to be addressed through marking.

OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality.

It will be used to encourage and celebrate learner's achievement and progress.

It will be used to underpin clear and accurate feedback to learners and parents.

The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Appendix

Codes which are used in KS1 and KS2 when appropriate as a visual reminder to children



KS1



KS2

Examples of marking and feedback

