**Rationale**

To ensure that:

Teachers are able to **identify where individual learners are** in their learning (compared to National Curriculum standards) and **identifying barriers to learning** for each pupil.

**Children are made aware** of their levels of success in their learning and given areas of improvement to better develop their overall understanding, overcome barriers to learning and improve their outcomes.

**Feedback (including marking) works alongside our Wellbeing Policy** and uses an ‘in the moment’ approach that is pedagogically more effective for pupils and less arduous for teachers, thus aiming to improve work/life balance.

**Self and peer feedback is developed** progressively from Reception to Year 6 to **enhance children’s metacognition** of their learning.

**Feedback in the Early Years**

The Early Years team ensure that regular assessments are an integral part of the learning and developmental process which lead to direct feedback to the pupils. This helps to ensure that children are making progress in line with the Early Learning Goals.  EY practitioners make regular observations and assessments of each child's achievements, interests and learning styles and these observations feedback into our planning and so that future activities link in with individual needs of child.

We ensure that each child has a learning journal from Nursery up until they leave Reception which includes:

* Long observations
* Annotated photographs
* Child initiated pieces of work
* Snapshots of significant achievements
* Quotes from the child

Literacy and mathematics learning are part of this journal and weekly learning objectives are linked to the focus of that week’s learning. This allows us to see their progress throughout the year.  The journals are shared with parents/ carers.

Direct feedback includes children’s work being annotated with a green circle when understood and an orange circle if more practise is needed. In all cases, children will be provided with verbal feedback to indicate their level of success and, where appropriate, verbal instructions on how to develop that particular area of study linked, to the ELGs.

**Feedback by subject (Years 1 – 6)**

***English***

The triangle system is used for grammar and punctuation lessons (see Appendix).

Incidental (or short) writing, entry writes and exit writes should be ‘deep-marked’ – using conferencing or retrospective teacher feedback. Children receive specific verbal or written feedback linked to the learning intention and success criteria.

For extended writing across the curriculum, which is also considered ‘short writing’, teacher feedback should respond principally to the application of knowledge within the chosen genre, as well as picking up any significant areas of weakness in the use of grammar and punctuation.

Children should **always** leave a blank left page for long or short writing to leave sufficient space for their own editing and for teacher/ peer feedback.

Marking codes to be uniform throughout the school (see Appendix).

Provide child-friendly success criteria to facilitate self/ peer/ teacher feedback;

***Maths***

The triangle system should be used by teachers for all lessons (see Appendix).

When appropriate, children self-assess their learning using face symbols (see Appendix).

All work needs to be teacher, peer or self-marked (teachers should achieve a balance over time).

Marking codes should be used by teachers for all lessons (see Appendix).

Teacher provides written or verbal feedback for problem-solving and investigations.

Marking should be done ‘in the moment’ during and/or at the end of the lesson.

Children can reflect on general maths skills as their self-assessment for investigations.

End of unit tests (from White Rose) are used to assess children; this can also provide feedback to children and teachers about the long-term learning across a unit.

***Foundation Subjects (Topic, RE, PSHE, Science)***

All work to be assessed using the triangle system (see Appendix).

For certain lessons, shared learning may be applicable (SL code) but teachers will need to decide, after each session, if the learning has been fully, partially or not understood, using the triangle system (see Appendix).

End of unit self-assessments, including quizzes, are to be used in Topic, Science and PSHE.

RE has an ‘expression’ lesson at the end of each unit which acts as a form of final assessment.

Any extended writing (writing across the curriculum) will be marked according to the English marking policy e.g. leave left page blank, deep marking (see English section above).

***Computing***

Feedback is verbal and ‘in the moment’, based on the individual steps of the learning and/or final digital outcomes.

Teachers will give the principal feedback and peer feedback is also advised.

Saved digital outcomes can be discussed retrospectively with individuals or groups of pupils.

***French (KS2 only)***

Children self or peer mark their work during and/or at the end of each session with the guidance of a teacher.

***Cooking and Nutrition***

Group and individual feedback will be provided to pupils as part of the teaching and practising of general safety and food hygiene as well as during the preparing & cooking process.

Overall feedback of cooking and food preparation outcomes are also be provided from ‘taste tests’ at the end of each session from teachers and/or peers.

***PE***

Feedback relating to national curriculum standards should be provided to the children verbally (individually and/or as a group) during each session and can also be given collectively at the end of the session.

**APPENDIX**

**Marking Codes:**

I Independent work,

SW Supported work,

SL Shared learning,

P Missing or incorrect punctuation,

// Insert new paragraph,

SP Incorrect spelling,

? This doesn’t make sense or needs rewriting,

‸ Missing word,

VF Verbal feedback,

PA Peer assessed,

SA Self-assessed;

**Marking colours:**

* At St Paul’s, teachers use a GREEN pen for all marking
* Children use a BLUE pen for self and peer marking

**Triangle system:**



The pupil has been successful in learning and/or applying the delivered learning intention

The pupil has found clear difficulty learning and/or applying the delivered learning intention

The pupil has partially learned and/or applied the delivered learning intention

**Face Symbols**

Puzzled – found it very tricky.

Neutral – needs a bit more practice.

Smiley – can do it independently (see ‘In our maths books, you will find’).

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