Feedback and Marking Policy

Our Feedback and Marking Policy follows 4 simple principles:

CORRECT   DIRECT   RESPOND   AND   REFLECT

CORRECT:

Over time children develop bad habits that if not addressed become engrained. It can also be tempting for teachers to correct mistakes for the children but research shows that by pointing out the mistakes and correcting them for them, there is no improvement in the habit.

It is therefore our policy to highlight common misconceptions and bad habits in the margin, thereby requiring the children to find the mistake and self-correct it. We will use a consistent set of symbols for the most common errors (see below) and anything else that requires improvement should be highlighted by a pink line in the margin. Areas of pink should also be corrected or improved by the child.

Key for Correction of Common Mistakes or Errors

FS	**Full stop missing**
CL	**Capital letter missing**
-CL	**Remove capital letter**
SP	**Correct common spelling or spelling pattern that should be known by that age**
P	**Consider punctuation**
//	**Paragraphing**
^	**Something missing**
?	**Does not make sense**
" "	**Speech mark error**
	I like this!
	Needs improvement

DIRECT:

This principle addresses the importance of quality feedback and its impact on improving children's learning. Carol Dweck's Growth Mindset Theory highlights the detrimental effect on learning brought about by praise like "fantastic; great work; that was really clever," and the importance of praise based on effort. Her research has shown that praise linked to reassuring learners about their intelligence or talent is detrimental to their view about their abilities. It reinforces (fixed mindset) ideas that their achievements are a consequence of IQ or other finite innate ability. Praise that acknowledges process related activities such as practice, study, persistence and good strategies are proven to instil and develop a growth mindset in learners.

Furthermore, Hattie's *high currency teaching strategies* which have significant impact are; the setting of challenging goals, active learning activities based around the application of knowledge, formative evaluation of how well students are progressing towards those goals, and rich feedback to learners about their errors and how they can mitigate for them. All of these, when examined

through the lens of Dweck's research into the impact of mindsets, illustrate the incredible value of instilling and supporting growth mindsets in learners through constructive feedback/direction.

It is therefore essential that all written and verbal feedback gives clear direction to children on how their work could be improved. There may be a short comment on the effort or on what has been done well, but most of the feedback should consist of direction on how to improve. The system of '3 Stars and a Wish' would not fulfil this obligation, but 'A Star and 3 Wishes' would. Staff are not required to use this system and are free to use whatever system gives clear direction on how to improve. Direction must however be specific. For example, a comment like "Use more complex sentences" would be better with some direction on one or two specific ways to create complex sentences. E.g. "Try using a subordinating conjunction to create a complex sentence".

It is not expected that all pieces of work have direction of this kind as it is unmanageable. It is therefore our policy that verbal feedback/direction is given to pupils in any teacher-led group activity, but any work carried out independently should have constructive feedback/direction. It may also be necessary where the work has been supervised by a teaching assistant. Any work which has received verbal feedback should be indicated with a Ⓥ even if carried out in a feedback session.

RESPOND:
Children must be given the opportunity to respond to the teacher's marking. This should happen in the following ways:
1. Making the suggested corrections (as outlined by the key above)
2. Improving anything highlighted in pink
3. Writing a short response to the teacher's comment
4. Trialling any suggestions made by the teacher

Children may also be encouraged to comment on anything highlighted in green.

Teachers must also find every possible opportunity to respond, in turn, to the children's comments.

REFLECT:
It is important that children are given the opportunity to reflect critically on their work. This may be in response to any feedback from the teacher, but it is also commonplace to encourage the children to evaluate their work against set criteria, often referred to as *Success Criteria*. There can, however, be an over-emphasis on success criteria, and so, at St Thomas More's, there is only an expectation that these criteria are used by children, peers and staff to critically assess their work towards the end of a unit. This takes the form of **self-assessment, peer assessment and staff assessment**.

Self and Peer Assessment
Checklists should be built up with the children over the course of lessons and displayed on Working Walls. This should then be used by the children to reflect upon their work, but they must be subsequently encouraged to make the changes or additions they need to in order to fulfil these criteria, in conjunction with the feedback they have achieved already. In order for self-assessment and peer assessment to be a useful tool to improve their work, children need to be taught how to effectively assess work and how to make the necessary changes. The elements within success criteria must be taught to a degree that children have a sufficiently deep understanding of the elements within success criteria in order to make suitably critical judgements about a piece of work.

Staff Assessment
If children are using these success criteria, then staff must validate these judgements and comment on the accuracy of children's evaluations. Staff may also wish to complete the checklist as a form of feedback on a piece of work.

For moderation purposes, Years 2 & 6 will follow National guidance rather than the school policy