



## **MARKING AND FEEDBACK POLICY**

**At St Joseph's Catholic Primary School we aim to:**

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of our school expectations.
- Use the marking system as a tool for formative, ongoing assessment.
- Improve standards by encouraging children to work to the best of their ability and improve on their work, ensuring we allow adequate time for pupils to proof-read and edit their work.
- Develop children's self-esteem through praise and valuing their achievements, in order to have a positive impact on their progress.

**Why do we mark children's work?**

- To check and assess pupils' responses to their learning.
- To make decisions about what we/they need to do next.
- To acknowledge and value children's efforts.

### **Rationale**

- We believe that feedback is for our pupils and not for adults.
- We believe that verbal feedback is just as important as written feedback.
- We believe that quality first teaching is paramount to children making good progress and that the class teacher is the most valuable resource in the classroom.
- We believe that all children should have opportunities to work alone, in pairs or in groups, independently of an adult.
- We believe that teachers and support staff should work with a guided group for the majority of lessons at St. Joseph's.
- We believe that children should regularly review their work as outlined in this policy.

## Marking

As a staff we have agreed that all work should be marked effectively according to the following guidelines:

- The symbols contained in our policy are shared with the pupils and their parents. These should be displayed in every classroom.
- All independent extended writing, (including that which is completed in foundation subjects) should identify at least one area of improvement (EBI).
- Identify incorrect spelling without inhibiting a child's attempt to expand their vocabulary. Look for persistent errors and patterns of errors rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling should be underlined.
- House points, stickers and certificates are awarded for good work. Exceptional pieces of work may be displayed on the Head teacher's 'Superstars' board
- Learning objectives/success criteria are related to the work set, e.g. Science should be marked mainly for the Science content, not the punctuation, unless it is a piece of extended writing.
- Support staff should also contribute in providing verbal feedback for supported groups or individuals in a whole class situation. Where relevant, support staff should use the symbols in line with our marking policy when working with a group of children. They must communicate any relevant information to the class teacher that will inform future planning and aid assessment. e.g., "*Fred could count up to 10 but needed support with numbers up to 20.*" This should be done at the end of the lesson and, along with the class teacher's own assessments, aid in adapting tomorrow's planning if necessary.
- Where Support staff lead a specific lesson or intervention group, they should use the symbols in line with our marking policy.
- Supply teachers should be referred to a copy of our symbols for marking, available in all classrooms. They will be expected to mark all pieces of work. The Head teacher or Deputy Head teacher should be made aware when this does not happen and will contact the supply agency.
- Marking should usually be done before the next lesson in that subject, however this may not always be possible for longer pieces of work.

## **Effective feedback strategies**

### **1. Verbal feedback**

Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made. Other pupils may also be given verbal feedback by adults in the class. Where this occurs, adults will indicate this with a VF symbol in the child's books.

### **2. Success criteria checklists**

Success criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Sometimes, children may help to create a whole class success criteria, along with the class teacher.

	Self	Peer	Teacher
old fashioned language			
powerful adjectives (rich language)			
included feelings of the characters			
fronted adverbials			

In addition to this, children could also indicate on the target sheets inside their books where they think a particular target has been achieved.

### **3. Self/Peer assessment**

Children should have opportunities to reflect on their own learning. They are always encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as talk partners and peer assess. They should be trained to do this and ground rules such as listening, confidentiality, etc be set and displayed. Children should first point out things they like, then suggest ways to improve the piece but only against the learning objective or success criteria (e.g. WWW 'what went well' and EBI 'even better if'). We operate a policy of 'the author holds the pen,' meaning any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author.

## **EYFS**

The majority of the pupils work in EYFS is practical and comes through child initiated play. The child's voice and every adult (including parents and all professionals) contribute to the evidence base in order to gain a cohesive overview. The marking of work is only a small component of the feedback role of EYFS staff. Most of the feedback is given orally; where

through carefully planned questioning children are given next steps to move their learning forward.

### **General advice to teachers**


- A delicate balance has to be achieved when marking children's work. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous and taking on new challenges.
- Comments in the marking which have been responded to by the pupil, should also be recognised by the class teacher (continuing the learning conversation). Pupils respond to their teacher's marking using their 'purple polishing pens' and should be given adequate time to complete this during the school day.
- Ticks are normal where work is correct, and dots show where errors have been made. Other symbols may be used once their meaning has been explained, for example, 'Sp' for spelling mistakes.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to feedback. Pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher will review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children are able to relate it to their learning.
- Sometimes, teachers may ask pupils to correct spellings.
- Class teachers mark pupils work in red pen. Supply teachers use green.

### **Monitoring**

Marking and feedback will be monitored regularly by the SLT and middle leaders, with verbal or written feedback provided.



# KSI MARKING CODES

<b>NS</b>	<b>Next Steps</b>
<b>LF</b>	<b>Letter Formation</b>
<b>NF</b>	<b>Number Formation</b>
<b>BB</b>	<b>Birdy Beak</b>
<b>BF</b>	<b>Blending</b>
<b>SEG</b>	<b>Segmenting</b>
<b>TP</b>	<b>Talk partner</b>
<b>IND</b>	<b>Independent Work</b>
	<b>Children used a hundred square</b>

## COLOUR CODES

<b>Red</b> pen	<b>Class Teacher Marking</b>
<b>Green</b> pen	<b>HLTA/TA/Supply Teacher Marking</b>
<b>Purple</b> pen	<b>Pupil Editing/Response to Marking</b>
<b>Pink</b> highlighter	<b>'Tickled Pink' – Positive Aspects</b>
<b>Green</b> highlighter	<b>'Green for Growth' – Things to Work on</b>

## TRAFFIC LIGHTING (Self-Assessment)

<b>Red</b>	<b>'I need some support'</b>
<b>Amber</b>	<b>'I'll have a go'</b>
<b>Green</b>	<b>'I'm fine with this'</b>



# KS2 MARKING CODES

<b>VF</b>	<b>Verbal Feedback</b>
<b>P</b>	<b>Punctuation</b>
<b>Sp</b>	<b>Spelling</b>
<b>LF</b>	<b>Letter Formation</b>
<b>NF</b>	<b>Number Formation</b>
<b>//</b>	<b>New line/Paragraph</b>
<b>NS</b>	<b>Next Steps</b>
<b>Ind</b>	<b>Completed Independently</b>
<b>WS</b>	<b>With Support</b>
<b>D</b>	<b>You have missed your date</b>
<b>WALT</b>	<b>You have missed your Learning Objective</b>

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