



# St. Mary's C of E Primary School

## MARKING AND FEEDBACK POLICY

### 1 Introduction

At St. Mary's CE Primary School, we take a professional approach to the tasks of marking work and giving feedback on it. The marking codes will be followed. (See Appendix 1). All children are entitled to regular and consistent feedback on their learning.

### 2 Aims and objectives

- To show that we value the children's work, and encourage them to value it too;
- To give pupils feedback on their work, develop a sense of achievement and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn.
- To give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- Offer the children specific information on the extent to which they have met the Learning Intention, and/or the individual targets set for them;
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- To share expectations;
- Gauge the children's understanding, and identify any misconceptions
- To support the formative assessment of children's work
- Provide extensions, consolidation and learning gap tasks to further children's understanding;
- To get high standards of presentation
- To inform future planning
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### 3 Principles of marking and feedback

- We believe that the following principles should underpin all marking and feedback;
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally during the lesson if a pupil needs it.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets. The child must be able to read/respond to comments made and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication will be made.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. It is relevant especially for the younger children.



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- Children will be expected to respond to the teachers' feedback.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- Feedback may also be given by a teaching assistant, or through peer review.
- Self-Assessment is encouraged to enable the children to recognise their own progress.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by children and use them to inform future planning.
- Marking will always be carried out promptly and will normally be completed before the next lesson in that subject.

## 4 Implementing the marking policy

- The school has explicit rules that apply to all pieces of work (see Appendix 1).
- In addition to these general rules, there are specific rules for specific types of work, eg. Mathematics. These rules have been taught and may be on display. They make it clear what good quality work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next stages involve, and what should now have priority. In order to encourage a positive response, comments must always be followed up by a constructive statement on how to improve.
- Written comments are more valuable than marks or grades.
- Ticks are normal where work is correct, and a dot where errors have been made.
- Other symbols may be used once their meaning has been explained (see Appendix 1).
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers will be used to raise self esteem.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- Children should be encouraged to assess their work ahead of final marking, using self-assessment agreed criteria.
- We help the children to self-reflect at each step of the learning process.
- In addition, the children could indicate where they think a particular target has been achieved.
- Their learning partners might also check on their behalf.
- Teachers will comment on spelling and grammar and specifically if it is something related to the child's target.
- Teachers use code chart (Appendix 1), this is shared with the children.
- Pen Licences will be given to pupils when they have a neat script.



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## When giving next steps, consider:

### Next steps to **Challenge**

(This is about putting learning into practise, not just moving children onto the next task)

*"Fantastic! Now think of a real life situation when you would need to do this sum" "Excellent work! Can you add 3 adjectives to up-level this sentence....?"*

Next steps to **Accelerate** *"Great, you can do it. Have a go at the red section next time!"*

Next steps to **Consolidate** *"Well done! Now try these..." "Brilliant literacy work. Can you write a sentence to explain what a verb is?"*

Next steps to **Correct and Support:** *"Good try! Try using a number line to help you" "Super effort! Try looking at the word mats to look for interesting words" "Can you go back and have a look at..."*

## 5 Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. Marking of children's work will be monitored on a regular basis using the above guidelines as criteria. Enabling us to make improvements in our practice where needed.

Date: September 2023

Review Date: September 2024



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## Appendix 1

### **Codes on ALL pieces of work**

- S** **I** S (supported) / I (independent) next to the aspect of supported or independent work if necessary – may be used multiple times.
- S** S (supported) at the top of the page to indicate supported learning.
- I** I (independent) at the top of the page to indicate independent learning.

[sticker] A sticker can be used to indicate a teacher is pleased with the work.

[green pen] All teacher writing in books should be in green pen.

### **Date and Learning Intention (LI)**

- Mathematics book - short date e.g. 04.10.23
- Writing book – long date e.g. Tuesday 4<sup>th</sup> October 2023
- Languages (French) – long date in language e.g. Mardi 4 Octobre 2023
- All dates underlined
- Learning Intention on all pieces of work; written by the pupil (Yr 3 upwards) or stuck in using printed sticker; underlined and marked against.



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## Writing

Initials of Supply Teacher	Marked by Supply Teacher	//	New Paragraph (KS2)
G	Group Work	O	Punctuation mark incorrect
HP	House Point	^	Missing word
Sp	Spelling Mistake (up to 3)	~~~~~	Doesn't make sense
C	Capital letters missed/incorrect		

- No ticking or crosses.
- Green highlight up to three quality pieces of evidence.
- Pink highlight one thing to improve.
- Write a comment to explain pink highlighting in green if necessary.
- Pupils from Year 2 upwards should respond to the pink using the Polishing Pen

## Mathematics

- ✓ Every time a question is correct.
- . Every time question is incorrect/misconception.

Green highlight up to three quality pieces of evidence/methodology.

Pink highlight one mistake/arithmetical error.

- When using pink as a next step:
  - Pupils explain or reason about the new concept **or**
  - Pupils correct the arithmetical errors highlighted. Teacher to write the model they need to use in books (copy from calculation policy). Pupils should respond to the pink using the Polishing Pen.
- Where the Learning Intention is teacher mark with achieved highlighted green line next to it, a highlighted pink line is used where children need further support.

### Practical / use of resources

- When evidence is only practical, photographs should be taken and this should be evidenced and annotated in the book.