



**St Joseph's Catholic Primary School**  
**Marking and Feedback Policy**

## **Introduction:**

We believe in formative marking which provides constructive feedback to every child, focusing on success and areas of need with regard to the learning objective. Marking must support children in being resilient, responsible, resourceful and reflective learners by helping them to close gaps in understanding, application or knowledge and move on the next stage of their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

## **Expectations:**

Marking and feedback should:

- relate to the 'Can I....?' learning objectives, which are shared **explicitly** with children at the start of each lesson;
- Link to any Success Criteria introduced to or developed with the children over the course of the learning.
- **be positive in tone**, giving recognition and appropriate praise for achievement, and **making explicit what a child has done well**;
- when appropriate provide guidance on how to improve using a next step comment or future target. **This process may be written or verbal.**
- provide children with opportunities to be aware of their own learning needs and reflect on how they might respond to these needs;
- encourage good behaviours for learning, through the use of appropriate language including vocabulary linked to the St Joseph's 'Learning Compass' (resilient, responsible, reflective, resourceful);
- measure progress against targets, school and national expectations;
- be a tool for teacher assessment – diagnostic, formative or summative;
- help the teacher to evaluate teaching and pupil progress, and inform future planning;
- involve a process of self and peer assessment by children;
- take place as soon as is realistically possible after the work has been completed, and handed back to children while the lesson is still fresh in their minds.
- be an on-going process which also takes place during lessons, providing immediate feedback. This is particularly appropriate for the group with which the teacher has worked during a session, or for peer assessment;
- be applied consistently across the school.

**Not all pieces of work can be marked in great detail or levelled. Teachers must review work produced during a lesson to inform future planning, teaching and learning. Teachers should use their professional judgement as to the most effective form of feedback. Scrutiny of work in foundation subjects should be given equal importance even though they may not be taught as frequently.**

Examples might be:

- key next steps covered in the starter of the next lesson;
- peer support or specific grouping to address common next steps;
- post-it note or stamper to acknowledge work;
- peer marking to a checklist
- self-assessment against a checklist
- specific, skill-focused verbal feedback
- specific, skill-focused written feedback
- highlighting a “wow” moment

A high level of presentation is expected from all children and teachers will model this. It is agreed that the ‘twinkl’ font will be used in all lesson resources. The long date is positioned on the left hand side at the top of the work, except for maths and science for which the short date can be used. The ‘Can I...?’ statement is written underneath it and both are underlined with a ruler. A high standard of handwriting is expected in all work at all times

### **Implementation:**

In EYFS:

- Children are encouraged to carry out tasks recording their work in books which they can access and reflect on.
- Assessment eg through adult observation is also recorded on Tapestry

In every class:

- The ‘Can I...?’ learning objective is made explicit at the start of every lesson.
- Teachers mark work using **green and pink pens**. Where a child has clearly met an objective in whole or in part, the teacher will indicate it in green: ‘Green for Growth’. eg. Where the objective relates to a specific calculation method, an example of the child using the method is highlighted. Where a specific grammatical point is the focus of the objective, an example of this is highlighted in the child’s work. The teacher also adds a comment in pink, ‘Think Pink’, to show a next step for the child to make. Time will then be given for the child to respond. Comments include statements such as ‘Try this...’, ‘How else....’ ‘Can you now.....’
- A “wow” moment in a piece of work is highlighted.
- Where there are many errors, **the focus is on correcting key mistakes or misconceptions in relation to the success criteria**, rather than all.
- Spelling, punctuation and grammar need not be marked in every piece of work ***unless they relate specifically to the learning objective***. If there are persistent gaps with these elements of writing then they should inform the planning so that they become the specific learning objective of one or a series of lessons. Where there are errors in both grammar and spelling, it is the grammar which is corrected. eg) ‘I

'dun my homework' is corrected to 'I did my homework' rather than 'dun' being corrected to done'.

- Work is labelled **S** followed by the initials of the adult where work is supported. **VF** can be used to show where verbal feedback has been given, and initialled by the adult.
- Marking is sensitive to the abilities of the child and his or her capacity to benefit from it. Marking balances the desire to improve with the desire to encourage.
- The teacher's response to written work aims to increase the pace of a child's progress.
- Self-assessment is used frequently. At the end of their work, children consider their own achievements in the light of the learning objective. Starting gradually in year one and building up year on year, children should have opportunities to respond to feedback using their purple polishing pens and 'think pinks'
- Pupils do not rub out work, but rather rewrite or complete a short 'next steps' task underneath, or near the original work.
- Peer assessment is encouraged and children taught how to look at others' work, give praise and suggest a next step in a useful but empathetic manner.

In the absence of the class teacher, a cover teacher should acknowledge the work that has been produced with a tick or a stamper and an initial.

### **Children's responses to marking and feedback**

- If the teacher has marked the work in-depth, children must be given time at the earliest opportunity to read and respond to the written feedback the teacher has provided. Teachers should also bear in mind their marking comments when reviewing the next piece of work to ensure marking is meaningful and acted on.
- Children are encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children are encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- Children are given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

### **Next steps**

Rather than setting targets for children to achieve over a term, our teachers apply a 'mastery' mindset of looking at the incremental stapes a child needs to take to improve their work. This means that rather than having a long term target, when work is marked they are given a 'pink think' or next step to focus on developing in the very next piece of work they produce. Our expectations is that they embed this next step in their work from then on, although they may need further support and reminders, but that they can achieve this relatively quickly and then be given another nest step. This also enables us to ensure we have evidence of their developing skill with each piece of work produced. Staff take time to discuss these next steps with the class through direct teaching, with a group as part of a

guided session or with an individual as appropriate.

The implementation of the marking policy is the responsibility of all teaching staff.

The Senior Leadership Team is responsible for ensuring that this policy is adhered to across the whole school by monitoring planning, observing lessons, looking at sample work and completing book trawls

**Policy updated: June 2021**

## Appendix 1

### Types of marking

The following are acceptable examples of methods of marking and feedback.

#### ***Summative Feedback / marking***

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

#### ***Formative feedback / marking***

#### ***Marking and feedback given by members of the teaching team other than teachers.***

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate. Teachers are responsible for checking marking undertaken by TAs or students on teaching placements and ensuring that comments are used to inform subsequent planning.

#### ***The following people mark work in our school***

Teachers - marking and feedback

TAs - (it is the teacher's responsibility to give guidance to TAs who are marking or writing comments in books)

Pupils - Self-marking or peer marking

## **AfL at St Joseph's**

At St Joseph's we understand that it is essential to create opportunities for children to talk about their learning and how they are learning if they are to become confident and independent learners and make accelerated progress.

Learning has only truly taken place when the learners can articulate their learning and communicate it effectively to others. Thus it is critical that pupils understand how they learn and learn how to develop further their capacity for learning!

As teachers we need to facilitate genuine dialogue between pupils and teachers and between the pupils.

It is also essential that comments made in books invite and expect a response from pupils and that time is given for this response to take place.

Dylan Williams identifies four key responsibilities that teachers have in order to ensure that effective AfL takes place in lessons. They must:

- share learning intentions and success criteria with pupils;
- engineer effective classroom discussions;
- provide genuinely formative feedback;
- activate learners as resources for each other.

### Sharing learning intentions

Pupils need the 'big picture' – why are they learning a particular skill or concept? In every lesson the objective needs to be actively explored and discussed with pupils and kept 'alive' in the lesson.

Success criteria should be clear and easily understood and displayed within the lesson – they are the key indicators to the progress being made in the lesson.

### Engineering effective classroom discussions

The amount of pupil dialogue should easily exceed the amount of teacher dialogue if we are going to encourage them to reflect upon and express more articulately their learning and that of the learning of those around them. As they talk the pupils make connections in their learning and begin to make sense of concepts and knowledge.

### Formative feedback

Targeted questioning and mini-plenaries allow teachers to take the temperature on what is being learned and whether or not it is timely to move on in the lesson. Only by checking the learning progress during the lesson can teachers effectively adapt their teaching to meet the needs of all pupils.

There should be an expectation that pupils will make immediate and real improvements to their work and this is why we are adopting the 'think pink' strategy when marking books. Written feedback must be specific, positive and focused on the pupils' 'next steps'.

### Activating learners as resources for each other

Peer and self-assessment activities should be built into lessons on a regular basis and should not remain at the point of children reading one another's work. A variety of interesting and exciting strategies should be used to encourage children to act as critical friends to one another. It is also essential that planning takes into account the resources required for pupils to become more resilient in the face of becoming 'stuck' in their progress.

### Appendix 3

Standardised symbols are used in the marking of written work.

//	New paragraph needed
P	Error in punctuation
SP	Error with spelling.
T	Incorrect tense.
CL	Capital/ lower case letter incorrect.
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
^	Put an effective word here.