



St Monica's Catholic Primary School
...a small school where big things happen...



Whole School Feedback and Marking Policy

Policy Reviewed:	20 th March 2023
Policy approved by Governing Body:	27 th March 2023
Review Cycle:	3-yearly
Date of Next Review:	Spring term 2026

Policy addendum:

*There has been no contextual change to the Policy, except a formatting to highlight the headings.

- a. pictures of work have been removed
- b. points have been added to Aims of this policy
- c. a quote has been added to clarify the purpose of this policy

**Delete as appropriate*

Signed: *Jallow* Designation: Head of School Date: 20.03.2023

The Purpose of the Policy

At St Monica's we use marking to celebrate success and to help children recognise their achievements by offering a scaffolded support providing guidance as to how they can improve their work in the future. Effective marking should deliver the means and encouragement by which all children can reach their full potential. Marking is an integral part of Assessment for Learning [AfL], helping children to improve their work, whilst at the same time, giving teachers detailed information about their knowledge and understanding. It is a means of communicating with children - ensuring an on-going dialogue - and fostering a positive attitude towards their work. It is a significant advantage for children to understand and recognise that making and learning from their mistakes is a valuable method by which they can develop their writing and work across the curriculum.

'The main role of feedback is to improve the learner, not the work. The idea is that, after feedback, the student will be able to do better at some point in the future on tasks they have not yet attempted,' Dylan Wiliam.

With this in mind, any feedback given should be done with the sole purpose of:

- improving knowledge, skills and/or understanding
- motivating, encouraging and/or raising self-esteem

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims

- To establish a whole school approach to presentation and marking.
- To encourage children to take pride in their work and to boost their self-esteem and aspirations, through use of praise and encouragement.
- To encourage children to produce a high standard of work.
- To give children constructive feedback.
- To gauge their understanding, and identify any misconceptions.
- To give children the opportunity for reflection – to allow children to think, question, evaluate and respond.
- To promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- To show that each child's work is valued.
- Provide a dialogue between the learner and an observer.
- Share age related (ARE) and stage expectations.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that does inform our future lesson-planning.

Rationale

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive

form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning.

The Principles

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to LO and success criteria

Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objective (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning Objective in different ways so that it does not lose its significance.

The learning objective should focus upon the learning not activities. Helpful learning objectives stems include 'to know' and 'to be able to'.

For example:

To identify different fractions.

To use full stops correctly.

To know how a timeline is made.

NB: Please note full stops are at the end of the LO to model good examples.

Success Criteria

Developing a Success Criteria to achieve the LO will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore, there will be times when the children will be fully involved in generating the SC.

The Learning Intention along with the SC are to be displayed on the left hand side of the main page in the form of a sticker.

OLI: I am learning to calculate intervals across zero.

Success Criteria:

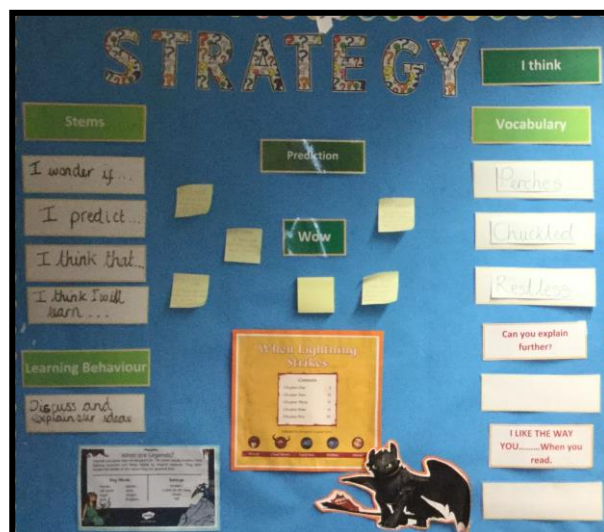
1. I can identify negative numbers.
2. I can use negative numbers in context.
3. I can calculate intervals across 0 (+ and -).

NOTES:

- Success Criteria (SC) should be shared in order to add to the learning in the lesson.
- If Success Criteria are used this could be referring back to previous learning (e.g. a method in maths or “last time we looked at non-chronological reports – what were the features?”)
- On occasions Steps to Success may be limited to the guided groups and may be different from the whole class focus.
- Success Criteria focuses on the process or product and we recognise the difference in certain subjects. The criteria should help pupils achieve the objective.
- Teachers are expected to share or create the Success Criteria at an appropriate stage within the teaching or as part of a guided group. Ideally this will be displayed in some way so that pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils. Very occasionally Steps to Success may appear in books but this is not expected on a regular basis as it can affect productivity within the session.
- The date can be provided on the Oli sticker for younger children

Displays around the teaching environment can also be used to show regular steps to success so that these can be referred to often.

For example:



Questioning

We value the importance of questioning and our key purpose is to develop learning and extend thinking. Key questions including prompting, promoting and probing are used. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive. Teachers use a variety of ways to involve children in the lesson and do not solely rely on hands up e.g. lollipop sticks for random selection, thinking thumbs to pupils at random.

Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes during the lesson.

NOTE:

It would be appropriate to write in reference to the productivity.

This is not your best work / usual standard. It does not show how well I know you can do!

You need to write another paragraph.

The following are a number of ways feedback can be given:

- ***Verbal:***

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group eg: when marking one piece of work or shared at the start of the lesson

For example: Teaching staff may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work.) of the learning in the last lesson. Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson. Staff may address individuals

Eg: Johnny! I am impressed with your use of language. You really thought about how to impact the reader's feelings.

NS: Try to include the use of semi-colons. This will help you add information to build more vivid image for the reader. (use 'in depth marking' stamp)

- ***Self and Peer Assessment***

*We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate. Any self-assessment will be completed in **green pen** and peer-assessment in **purple pen**.*

Marking

Marking is only of value if comments are read and responded to.

As often as possible teaching staff will check for learning work alongside pupils. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking.

We recognise that it is difficult for working at lower levels pupils to read and respond so KS1 are expected to build in more time for verbal feedback for example at the start of the lesson or during guided groups.

Year One staff will begin to train the pupils during the summer term.

Year Two will embed this and begin to train pupils to read and respond as they become better readers.

- Adults mark in **red** pen and initial their marking.
- Children self-correct and/or improve their work in **green** pen. When peer- or self-assessing, the children should also initial their marking and respond in **purple pen**.
- All work should be marked regularly and no work should be left unmarked, and adults are expected to carry out in-depth diagnostic marking for the group, for their focus group(s) of the day.
- Children should be given time to read marking comments and revisit work/respond to comments made. Teachers should take this into consideration when planning, and it could be carried out before the lesson or in the early morning *soft start*.
- Comments should be written in language which can be easily understood by children, and must be task-specific.
- Supply teachers will write ST next to marked work.
- Comments should model our handwriting policy.

KS2 pupils will either initial comments or respond to marking in green pen. Teachers should ensure that time is given for this and should employ their own system for how this is managed.

It is critical that Teachers explain, model and scaffold the expectations self and peer-assessments methods.

Staff should use their professional knowledge when marking and mark in depth whenever needed to move the learning on.

At least two pieces of sustained writing will be assessed per half term. The writing will be marked against the Fundamentals and these assessed pieces of writing require in depth marking according to this policy.

Highlighters will be used - **Yellow** and **Green**.

- All marked work should be initialled by person marking; including children when they peer mark; the evidence of successes is highlighted using **green** highlighter.
- Improvements areas like a phrase, sentence or word are highlighted using **yellow** highlighter.
- Adults may make specific comments in the margin, e.g. identify target words or phrases.
- *Next steps* are identified using a marking code (NS) or teacher comment.
- Correct short answers marked by a tick.
- Incorrect short answers marked by circling, underlining or a dot beneath a word.

In Foundation subjects and Religious Education marking will focus on knowledge and skills.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies

include: Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations

(written) Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Marking Codes

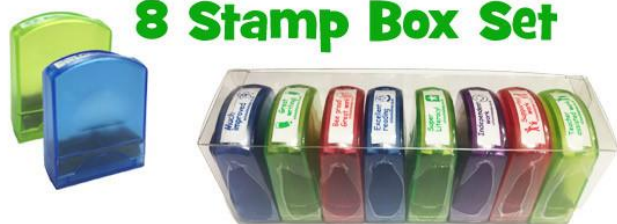
Code:	Explanation:
v	Teacher has seen the work/work is correct
vv	Direct hit on Success Criteria
Sp	Incorrect spelling
•	(dot or circle the mistake or underline) Incorrect work (If many mistakes then dots.....or come and see me sign)
NS	Next Steps
Ch	Challenge
G	Grammar
? ~~~~	Meaning Unclear/ Does not make sense
I	Independent work
S	Work completed with some support from an adult

Appendix 2

Marking Stamps that are to be used in conjunction with codes

- These stamps are to be used to promote strong principles of behaviour for learning

Feedback & Assessment 8 Stamp Box Set



Subject & Praise 8 Stamp Box Set



This stamp is to be used for 'in depth marking'

This work is good because...		😊
This would be better if...	To progress I need to:	