

**ST PAUL'S CATHOLIC
PRIMARY SCHOOL**



Marking and Feedback Policy

2024-25

'Feedback is not about improving the work, but about improving the learner.'

-Dylan Wiliam

'The most powerful single moderator that enhances achievement is feedback'
John Hattie

Purpose

- Our responses to children's learning should be timely and provide constructive feedback to every child: enhancing their self-esteem and encouraging their involvement in and ownership of their own learning. Ideally feedback should be given in the moment or as soon as possible after the lesson- Live Marking by any adult within the class.
- It should focus on success and improvement needs against learning intentions, raising expectations, ensuring progress and enabling children to become reflective and resilient learners.
- It should also inform future planning and so guide teachers to develop a more personalised approach to learning, closing gaps and identifying both challenge and support where appropriate.
- At St. Paul's we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff are to follow on a day to day basis.

Principles

Effective and purposeful marking and feedback should:

- Be consistent in quality across the school and across subjects
- Actively involve all learners
- All learners know how to succeed and improve
- Allow children time to consider and respond to marking and feedback.
- Be central to the learning process by allocation of time for children to respond to marking and feedback.
- Identify next steps regularly
- Celebrate children's achievement
- Encourage children to be reflective and evaluate their own learning and behaviour by being involved in self-assessment and peer assessment thereby developing metacognition

Feedback should be 'Meaningful, Manageable and Motivating' ('Eliminating unnecessary workload around marking' - March 2016)

- Effective marking is a way of acknowledging pupils' work, checking outcomes and making decisions about what teachers and pupils need to do next. The aim is to drive pupil progress. This can be achieved without extensive written dialogue or comments.
- Teachers should focus on what is best for their pupils and the circumstances.
- Feedback can take the form of spoken or written marking, peer marking or self-assessment or pupil conferencing.
- Marking should motivate pupils to try their best, and encourage them to accept challenges and to take responsibility for improving their work.

Marking by other adults

All adults working within the class will participate in live marking and providing feedback to children. Where work is marked by a Supply Teacher, it is to be initialled/ signed 'supply' in green in the top corner.

Practices

The marking will feature the agreed symbols for editing (see appendix 1) but will not highlight every mistake so as to avoid disheartening children. Instead, the errors highlighted should focus on the child's targets or previous next steps comments. The choice of which other errors to correct is at the discretion of the class teacher and must be relevant to previous and current learning.

When appropriate a 'next step' will be given. This should offer support, advice or guidance to ensure that the child knows what they have done well and how they can improve.

The whole school will use green pen when marking. Marking is the responsibility of all adults within the classroom. Marking comments can be printed or hand written.

Marking and feedback during the lesson

Marking children's work and giving feedback should take place throughout lessons in the form of group marking and/or mini plenaries. In some cases, it may be more beneficial for Teachers and TAs to work with a small group of children each lesson to focus on a particular target/next step.

Verbal feedback:

It is important for all children to have verbal feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This is particularly appropriate within the performing and creative arts.

The following principles should be applied to all subjects.

Maths Next steps marking during the lesson

Next step marking is a continuous process of formative assessment that can intervene to:

- support - Suggesting ways the child can use resources/worksheets to support their learning (...use a number line/counters .. to help you')
- consolidate -Where children might just need a few more examples before they are ready to move on. (... try these and don't forget zero')
- accelerate- Moving a child onto the appropriate level of task (...↑ section B/convince me)
- challenge - Turning the learning around and put learning into practice (...What if you doubled the number? ... Explain/Convince me)

Maths assessment slide to be completed after every lesson, after marking to assess those who need additional support/pre-teaching/speedy intervention and those who need additional challenge

English Next steps marking during the lesson.

Next steps should briefly capture what has been discussed during verbal feedback, such as:

Marking and feedback after the lesson

- All work is to be marked using the agreed symbols (appendix 1)
- Any work completed in the foundation subjects should take English expectations into consideration.
- Next step targets will be set in an Elicitation task in English. These will be addressed and referred to in other tasks throughout the unit to move learning on.
- Writing Checklists should be used.

English In-depth Marking

- At the beginning of an independent piece of writing, children are to be provided with the Writing Checklist and can make reference to the Unit expectations on the Learning Wall.
- Time should be given following an independent write, allowing the children to be taught how to edit their work, and allow time for them to do this. (*edit in purple, add to the story in normal pen/pencil*)
- Next step Comments
 - Next steps marking should advance pupil progress and outcomes. There is no 'one size fits all' approach, and teachers should focus on what is best for their pupils and the circumstances.
 - In order to ensure that work remains independent, NS comments should be clear, purposeful and improve work.
- Children are to be given time in the next English lesson to respond to marking and are to be taught how to edit their work.
- Teachers need to ensure that learning from the next step comment is being applied by the pupil in subsequent writing tasks across the curriculum.

The above steps should not be applied to Year 6 Independent writes if they result in work that is no longer recognisable as 'independent' for moderation purposes.

RE

- Marking should comment on the child's ability to show progression in AT1, AT2 and AT3.
- All written work should be acknowledged.
- Religious keywords such as Jesus, God, Holy Spirit, along with the topic specific keywords should be correctly spelt and corrected in the written piece of work.
- The use of capital letters for religious names should be corrected.
- In KS2, Scripture passages should be correctly referenced
- When recording a direct quote from the child that demonstrates their understanding, this should be written in speech marks.
- Children should be expected to 'Stop, Think and Link' with an expectation that children use a range of sources and personal experience to support their responses. Marking comments will support children in deepening their understanding.
- Children should respond to feedback in purple pen/pencil, whether this feedback is given during or after the lesson. Time must be given to allow children to respond to the feedback.
- The extended assessment piece will be linked to the big question for the topic. This will then generate the next step/target for the child that should be addressed through the next unit of work.
- Feedback may be given to the whole class/groups/individuals and the class next step should be displayed on the RE focal point.

Feedback in the Foundation Stage:

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotations of work and photographs by all staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books.

Children's response to the comments:

Self marking and evaluation:

Children should be given time, at an appropriate time during the day, to read and consider the written feedback the teacher has provided. Any written response to marking should be done in purple pen.

Children should be encouraged to ask for clarification if they do not understand a comment and should be clear on what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Peer to Peer Feedback

- needs to be modelled. Should follow a taught input with a clear focus.
 - Feedback slip could be used- a star and a wish or Feedback sandwich
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 - Purposeful- links to Writing Checklist


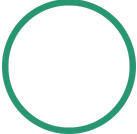






Monitoring and evaluating this policy:

Reviewed: November 2023

Reviewed November 2024 - SLT and Teachers

Next Review: by November 2025

Marking Symbols:

| | | |
|-----------------------------|---|---|
| Finger Space | Drawing of a finger |  |
| Capital letters/full stops | Circle KS2 move to marking CL/FS 'capital letter and full stop in the margin'. |  |
| Letter formation | Tick positive/yellow highlight to improve |  |
| Spelling | Wiggly line - Spelling underneath x3 |  |
| Omitted word | ^ |  |
| Punctuation | Circle P in margin |  |
| Sense | Yellow Highlighting |  |
| Mistakes/ incorrect answer. | A dot - purple pen feedback after. |  |