

**ST PAUL'S CATHOLIC  
PRIMARY SCHOOL**



**Marking and feedback policy**

**2022-23.**

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

*-Dylan Wiliam*

## **The Principles That Guide the School's Approach to Marking and Feedback**

**Revised: December 2021**

**Review date: September 2022**

**The effect of marking on attainment:** Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

**Marking and feedback should:**

- Be manageable for the teaching team and accessible to the children
- Relate to the learning intention
- Involve the teaching team working with the children
- Wherever possible be 'live'
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking where appropriate
- Inform future planning
- Use consistent codes within Key Stages
- Ultimately be seen by children as a positive approach to improving their learning

### **The methodology of marking children's work**

The majority of children's work should be marked in the lesson with the child. Children whose work is not followed up with live marking/feedback should receive feedback in readiness for the next lesson. Written feedback is used to address misconceptions and provide next steps. Next steps are clear and children respond to these. Feedback must address the individual subject discipline as well as children's written grammar. The following are acceptable examples of methods of marking and feedback, however a minimum of one in every two pieces of work in a subject should be quality marked.

**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.

**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 marking:**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. **Acknowledgement must always relate to the learning intention.**

### Marking and feedback given by other members of the teaching team:

Where a member of the team other than the teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate. See annotation appendix for further information.

### Quality Marking:

A minimum of one piece of work in every two, for every subject should be quality marked. Teachers should focus first and foremost on the learning intention of the task, **ensuring every comment made has an impact on the quality of education**. The emphasis should be on the learning needs of the child.

When possible and appropriate, children should be given a comment which will extend and deepen their thinking. English comments should aim to begin with an imperative verb so the children are required to act.

The children will respond to the marking comments, where developments and improvements are made purple pens or pencils will be used. At times there might be a marking comment that addresses a misconception of several children, this might be type-written and stuck into the books for the children to complete.

Across the school, staff will highlight yellow boxes for **editing** sections of their work. This could be a word (for younger children), a sentence or a paragraph. This will link to quality deep marking of the learning. The children across the school will use **purple polishing pens** for enhancements to their learning - this is to clearly show the developments in their learning.

All classes have the marking code on display for teacher/TA and pupil reference.

### Marking 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 marking**

- needs to be modelled. Should follow a taught input with a clear focus.
  - Mark in purple
  - Write edited with .....
  - Child writes in their own book but the partner tells them what to write.
  - Punctuation
  - Spellings
  - Sentence composition etc.

### **Monitoring and evaluating this policy:**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

### **Appendix: Annotations to be used when marking children's work**

#### **Highlighting:**

Yellow box editing: Draw a 'yellow box' using a yellow highlighter around any sentences/chunks of text which need editing. Next step for the child: read the sentence/s contained in the yellow box carefully and edit, either independently or with a learning partner/TA. Editing by pupils is usually completed in purple pen/pencil. If a large paragraph is being edited the edited piece may be written in normal pencil or pen. We use editing strips in upper KS2 where a large amount of work is being rewritten. These are sellotaped over the original writing. Please add a yellow highlighter mark next to the edit to emphasise that the yellow box has been responded to.

#### **Other annotations (all in green marking pen):**

Yellow highlighting under the word spelling mistake that the child should know i.e. appropriate phonic phase or spelling pattern.

Green wiggly line for a word they have a go at then write the word underneath writing for them

to copy 3 times (sp x 3). Child to also correct the word above the error.

//: new paragraph required

. think again (for incorrect Maths calculations)

PM: peer marking

TA initials: marked by TA

ST: marked by student

Supply: stamped by supply in top right hand corner

T1/TA1 Highest level of support

T2/TA2

T3/TA3 Lowest level of support

Please address punctuation appropriate to each year group:

1. Capital letters, full stop, ?, !
2. Commas, apostrophes (omission and singular possession)
3. Inverted commas
4. Comma after reporting clause in direct speech
5. Brackets, dashes, commas
6. Semicolon, colon, dash, hyphen

In year 4, 5 and 6 we use the following editing codes in our independent writing:

E1 - punctuation, spelling and grammar

E2 - word choice and rewriting sections

E3 - add more information

Each code is followed by a number of errors for the child to find.

The children should be taught to find these errors independently by the end of year 6 but can be guided by yellow highlighter initially.

Learning will also be celebrated by the use of a class dojo stamp.