



“Working, Praying, Sharing and Learning Together”

“Gweithio, Gweddio, Rhannu a Dysgu gyda’n gilydd”

St Mary's R.C. Primary School



Marking and Feedback Policy



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October 2023

Marking and Feedback Policy

Date	Review Date	Coordinator	Nominated Governor
October 2023	2024	Mrs J Fitzgerald	Zanetta Siepierska-Szerszen & Janine Williams

Missions Statement

‘Christ is at the centre of all that we do at St Mary’s RC Primary School. We inspire our children to follow in his footsteps by working, praying, sharing and learning together.’

We use the following motto to help us remember our mission:

“Working, Praying, Sharing and Learning Together”

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Vision Statement and Aims



“Working, Praying, Sharing and Learning Together”

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St Mary's R.C Primary we:

Strive to be the best we can be,

Together with Christ at the Centre,

Motivate, empower, inspire,

Achieve through ambition and creativity

Respect ourselves, each other and the wider world,

Your faith, your school, your community,

Safe in mind, body and spirit.

Marking Policy

Rationale

‘Feedback is one of the most powerful influences on learning and achievement’



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(Hattie and Timperley 2007)

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’

(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at St. Mary’s R.C. Primary School

At St. Mary’s we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.



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Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking and Feedback Non-negotiables.

Every piece of work in a pupil’s book **must** be marked.

Marking and feedback will be in a variety of forms, and every lesson can have a balance of the following types of marking - Each **must** be evident in **nearly all** ‘written’ lessons.

When highlighting a Learning Objective, **Green** should be used to indicate that the L.O. was met **independently**, and **Yellow** to show that the L.O. was met **with support**.

Single/double ticking and highlighting a learning objective will be done **in addition to** the following;

Marking type	Purpose	When
Marking in the Moment - Verbal Feedback (VF)	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided. The use of the VF code must be accompanied by	During the lesson.



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	brief description of the feedback e.g. VF - Add capital letters)	
Improvement Marking	A question (close the gap) or extension activity will be given to the pupil (and an opportunity to respond) to strengthen the teaching and learning process to accelerate and deepen learning.	During the lesson or after the lesson.
Four Purpose marking	Four Purpose marking should be used (supported by the pupil friendly language booklets) by the pupils to self-assess their progress to becoming each of the Four Purposes.	During the lesson or after the lesson.
Self-assessment and peer-assessment	Autonomy is given to the pupil. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.	At the end of a written task.
Learning Acknowledge ment	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly	During the lesson or after the lesson.
Focus mark	Progression will be identified and assessed through a focussed mark. A focussed mark will be the detailed interrogation of a piece of work that aims to establish what a pupil has done and knows, and what a pupil will need to do in order to improve. A focussed mark will ensure that the work produced accurately reflects the Learning Objective and Success Criteria.	During and after the lesson.
Spelling, grammar and punctuation mark	Spelling, grammar and punctuation will be marked for all written work. Common or repeated errors will become a ‘next step’ and can be acknowledged either through verbal feedback or written feedback (and appropriately evidenced).	During and after the lesson.

Feedback

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children’s learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children’s work. Marking in the moment in the forms of ticks to indicate correct



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answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

When Marking ‘In the Moment’
Marking is focused upon lesson objectives and success criteria (differentiated accordingly)
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in a clear legible handwriting using the schools handwriting policy.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately, and misconceptions can be addressed in the lesson.

Across all lessons, there should be a greater emphasis on ‘In the Moment’ marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

When staff are unable to mark ‘In the Moment’
The content of the learning should all be read in detail and check against the lesson objectives and success criteria (differentiated accordingly) for accuracy.
A short written acknowledgement e.g. Da lawn, Jack or sticker (where appropriate) and a tick/two ticks, or a self or peer assessment will acknowledge the children’s learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified, and misconceptions can be used to plan future lessons accordingly.

Marking and Feedback in Each Progression Step/Phase

	Progression Step 1	Progression Step 2	Progression Step 3
Marking	Reception: All work in books to be marked with one/two ticks, highlighting L.O./Success Criteria (where appropriate) and one of the marking strategies in the ‘Marking Non-Negotiables’ table.	All work in books to be marked with one/two ticks, highlighting L.O./Success Criteria (where appropriate) and one of the marking strategies in the ‘Marking Non-Negotiables’ table.	All work in books to be marked with one/two ticks, highlighting L.O./Success Criteria (where appropriate) and one of the marking strategies in the ‘Marking Non-Negotiables’ table.
Verbal Feedback	VF code to be used (with additional comment) ‘in	VF code to be used (with additional comment) ‘in	VF code to be used (with additional comment) ‘in



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	the moment’ or after learning.	the moment’ or after learning.	the moment’ or after learning.
Marking Photographs and QR codes	Can be done through verbal feedback during the activity.	When recording pupils, feedback can be given as a mini-plenary or AFL exercise within the video, or an additional form of marking used afterwards.	When recording pupils, feedback can be given as a mini-plenary or AFL exercise within the video, or an additional form of marking used afterwards.
Peer Assessment	Using ‘bees and honey pots’ - Statements to begin with ‘Have they...’	Using ‘bees and honey pots’ - Statements to begin with ‘Have they...’	Using ‘bees and honey pots’ - Statements to begin with ‘Have they...’
Self-Assessment	Using ‘bees and honey pots’ - Statements to begin with ‘Have they...’	Using ‘bees and honey pots’ - Statements to begin with ‘Have they...’	Using ‘bees and honey pots’ - Statements to begin with ‘Have I...’
Four Purposes	Pupils to tick which of the Four Purposes they feel they developed during the lesson	Pupils to tick which of the Four Purposes they feel they developed during the lesson Year 3 to use a simple sentence explaining how.	Pupils to tick which of the Four Purposes they feel they developed during the lesson accompanied by a sentence explaining how.
Pupil Voice	Can be used in marking and/or to support pupils who need it. Black pen to be used to show pupil voice.	Can be used in marking and/or to support pupils who need it. Black pen to be used to show pupil voice.	Can be used in marking and/or to support pupils who need it. Black pen to be used to show pupil voice.
Date and/or Title	Typed/written by the class teachers and included on LO labels.	Typed/written by the class teachers and included on LO labels. Year 2/3 - begin to write the date with some support.	Written by pupils (unless doing so would be an unproductive use of time).
Learning Objective	Reception - LO to be evident in books for all activities.	L.O. to be evident in books for all activities.	L.O. to be evident in books for all activities.
Success Criteria	Introduced in Reception in Autumn Term. One pot, two pot and three pot challenges.	Success Criteria can be given to pupils in books, but it is not required in every lesson. Success criteria to use the colours; Purple - LA/ALN Red - M/LA Blue- M/HA Green - HA Yellow - MAT challenge	Success Criteria can be given to pupils in books, but it is not required in every lesson. Success criteria to use the colours; Purple - LA/ALN Red - M/LA Blue- M/HA Green - HA Yellow - MAT challenge



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		Year 1 - One pot, two pot and three pot challenges.	
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Marking in Specific Subjects

Maths & Numeracy

- All pupil calculations are to be marked with a greater emphasis on effective ‘In the Moment’ marking and opportunities for self-marking across lessons.
- Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves.
- Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation
- Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review
- Where children have no errors they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard.
- The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified
- The children will be given opportunities, when and where appropriate, to use a calculator to check their calculations.
- Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Language, Literacy and Communication (Writing)

When marking learning in English, staff are expected to mark in detail one paragraph or several questions of the children learning and then check the remainder

- In PS2, common exception or subject specific misspelt words will be identified with the code ‘sp’ and the correct spelling will be written above the word/in the margin. Between 2/3 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the children’s work for the child to rewrite.
- In PS3, misspelt words will be identified with the code ‘sp’. Children will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson
- In PS1 and PS2 and where children have an identified Additional Learning Need, all staff to mark spellings in accordance to children’s phonemic stage.



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- Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined twice and corrected in line with spellings
- Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work.
- Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a sentence may be underlined, the children will then be given verbal instructions about what they need to edit and/or improve.
- Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made.
- In Extended Writing, the second week of a genre will be a self or peer mark, children will be asked to mark one paragraph in line with teachers and use a variety of self or peer assessment criteria provided by staff to mark against.

Marking in Other Areas of the Curriculum

- Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children's understanding during the learning.
- All subjects will be marked in line with this policy.
- In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment.
- Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment - Post-it notes can be used when to provide feedback that can be put with the child's work

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.



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In addition, the children could indicate where they think a particular building block has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular building block has been met.

Additional Learning Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children.

Children’s One Page Profile with targets and IDP’s will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Marking Code

Our Aims - Marking code

- Children should be aware of themselves as learners and become self-evaluative.
- Marking should be consistent and positive.
- Formative and summative comments should be made for the benefit of teachers and pupils.
- All marking should demonstrate support and challenge for all learners.

Implementation - Marking Code

- A formative or summative comment is not required for every piece of work. Some work will be discussed with pupils, but in every case, pupils should be aware of the outcome of the lesson. More detailed marking will occur at the discretion of the class teacher and relate to requirement of the needs of the learner, context and task.
- Opportunities to reach for the ‘honey pot’.are maximised to support pupil’s self-evaluation and reflection skills. This will be carried out orally in the early years and developed to written form towards the end of Progression Step 2, ensuring that this reflective practice is established by KS2.
- In order to reduce unnecessary written marking, a ‘double-tick’ will be used to indicate that a pupil has achieved the Learning Objective or produced a strong feature linked to the Success Criteria and/or the Lesson Objective.
- Key spelling errors will be indicated in the margin with a (Sp), in line with the error. In Progression Step 1 classes, the class teacher will provide correct spellings in order for pupils to practice in spaces provided. Pupils from Year 2 onwards will correct spelling errors using learnt strategies.
- If a pupil has required help to complete a task, then (D) will be used to indicate support.



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- Supply teachers, students and TAs are requested to mark in purple, in order to distinguish their marking from that of the class teacher.
- In order to maintain focus during the lesson, the learning objective (LO) or (SC) of the lesson should be on the board and referred to and in the marking, where appropriate.
- However, in Years N to 2 learning objective (LO) will be shared as follows:
 - Nursery and Reception - Oral Learning Objective
 - Year 1 and 2 - On the Board where possible
- Success Criteria will be shared as follows:
 - Orally in Nursery and Reception
 - Year 1 up - Differentiated SC will be shared on the board using coloured icons to ensure groups of learners are appropriately supported and challenged.
 - Teacher & TA feedback should always relate directly to the Success Criteria



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At St Mary’s RC it has been agreed that we deliver Formative feedback in the following way:


This policy was created September 2023 and will be reviewed annually.

<u>Mark</u>	<u>Reason</u>	<u>Where?</u>
✓	Good – Da iawn - objective met	Next to the Learning Objective.
✓✓	Very good - Ardderchog – objective met confidently	Next to the Learning Objective.



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✓	Pupil/Peer marked Good – Da iawn - objective met	Next to the Learning Objective.
✓✓	Pupil/Peer marked Very good - Ardderchog – objective met confidently	Next to the Learning Objective.
Q.	Question to further their understanding of the objective or to clarify what they have written. (Used whenever the learning can be extended)	Either through the learning activity or after.
sp	Correct no more than 3 spellings in 1 piece of work (FP) Correct no more than 5 spellings in 1 piece of work (KS2)	Underneath the misspelled word.
Red pen	Teacher Comments	Where appropriate.
Green Pen	Pupil Voice	Where appropriate.
Black Pen	Pupil Voice scribed by teacher	Where appropriate.
	Teacher/Self/Peer assessment.	(FP) In Learning Objective. (KS2) In peer/self-marking.
VF	Extend learning/close the gap (either written or sticker).	Either through the learning activity (at appropriate time) or after.