

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
“have life and have it to the full.”
Jn. 10v10**

MARKING AND FEEDBACK POLICY

Approved by:	Date: September 2024
Last reviewed on:	Date: January 2022
Next review date:	September 2026

Introduction

At Our Lady's School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement
- give them a clear picture of how far they have come in their learning
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- allow for peer assessment, where pupils share learning experiences;
- share expectations
- gauge their understanding, and identify any misconceptions
- provide a basis both for summative and formative assessment
- provide the ongoing assessment that should inform our future lesson-planning
- provide clear tasks to extend learning and / or clarify misconceptions

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made (both orally and written) and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Handwriting used by the teacher will be appropriate to the age and ability of the child and may vary across year groups and key stages. Handwriting is clear and legible for the children to understand and read independently.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time, when appropriate.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her

own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Feedback may be provided through plenaries too, and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should be noted, as a follow up area in teaching.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Children will be given time at the start of each lesson to complete any tasks set in marking, and this is to be checked to ensure it has been completed.
- Oral feedback over ICT programmes (Seesaw) will be used and time given to the children to complete tasks. We realise the importance of oral feedback to children and will use this when appropriate, especially for longer pieces of writing.
- Live feedback is seen within lessons to give children immediate feedback, address areas of misconception and allow children to make greater progress in their learning.
- Ongoing assessment and live feedback in lessons, from the teacher and teaching assistants, will be recorded in the 'Feedback Books'. Areas noted in here will be addressed during intervention sessions.

General advice to teachers

- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance must be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit rules that apply to all pieces of work (e.g. the date and title must be written, with the lesson Learning Objective (LO) at the top).

- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts. Marking must be linked to success criteria, targets or the learning objective.
- Children should be encouraged to assess their work ahead of final marking, using success criteria. These can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process. Self-assessment is based on a clear and appropriate marking system.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Agreed Systems of Marking

- All marking will be in red pen by staff.

This allows for consistent approach across the school and instant recognition by pupils and staff. The consistent use of red pen also works for efficient monitoring methods e.g. during work scrutiny.

- Any child/peer marking will be done in a green pen or with a pencil.
- Big Questions in lessons will be answered in purple pen by children

Teaching assistants

- Teaching assistants will be expected to mark work or provide feedback to the class teacher when work is carried out within a small group. Teachers need to ensure that they provide a means for teaching assistants to do so.
- Teaching assistants taking PPA cover will also be expected to follow the marking and feedback guidelines, as laid out within this document.

Supply staff

- Supply teachers are expected to mark all work completed in their lessons.
- Supply teachers will be given a brief version of the marking policy (upon arrival at the school) to which they should adhere; in order to provide consistency to the feedback children are given.
- Supply teachers will initial their comments; in order to distinguish it from the class teacher's marking.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed: R Bryan

Date: September 2024

Appendix:

Marking symbols used:



To show that the work was completed independently.



To show that the work was completed with support.



To show that verbal feedback has been given.

English Appendix

English

- Teachers will use the strategy of pink and green highlighting to highlight 'Positive Pink' and 'Improve Me Green'. Areas of misconception will be responded to by the children, and appropriate time given for completion. Positive pink for areas where the children have shown targets and objectives, and green for improvements that need to be made.
- Highlighters should be used for longer pieces of writing eg/ independent writing and end of unit pieces. They should be used for everyday marking when appropriate.
- Group marking (when appropriate) should follow the green and pink highlighting.
- All adult marking will be in red pen

- All pupils to respond in green pen or pencil.
 - Children will be given time to respond to marking and when editing their work.
 - All children's responses to improvements need to be marked and challenged when appropriate.
 - Peer marking to be written in green pen.
 - All feedback and assessments made in each lesson will be recorded in the Feedback and Marking Book.
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- Indicate independent (I) and verbal feedback (V) and supported (S) as appropriate.
 - Spelling mistakes: in Key Stage 2 's' or 'sp' in the margin, misspelled word-underlined / highlighted in green.
 - Capital letters: omitted or used inappropriately - word underlined and letter written over the top / highlighted in green.
 - Missed word or phrase: '^' indicating the position of the missing word.
 - Space needed: '/' in the appropriate position.
 - Inverted Commas: where omitted these will be inserted in marking. If they are in the wrong place, they will be circled.
 - Paragraphs omitted: // by teacher or child in response to the teacher's marking.

Maths

- All adult marking will be in red pen.
- All pupils to respond in green pen/ pencil.
- Children will be given time to respond to marking.
- All children's responses to improvements need to be marked and challenged when appropriate.
- Peer marking to be written in green pen.
- Indicate independent (I) and verbal feedback (V) and supported (S) as appropriate.
- All feedback and assessments made in each lesson will be recorded in the Feedback and Marking Book.

Religion and Curriculum Subjects

- All adult marking will be in red pen.
- All pupils to respond in green pen/ pencil.
- Children will be given time to respond to marking.
- All children's responses to improvements need to be marked and challenged when appropriate.
- Peer marking to be written in green pen.
- Indicate independent (I) and verbal feedback (V) and supported (S) as appropriate.
- Questions are asked, where appropriate, to address areas of misconception and to extend a child's learning.
- High expectations for any writing (in line with English marking) this includes pink and green highlighting, errors addressed and questions asked to reinforce or extend learning.