

# St Joseph's Catholic Primary School, Malmesbury

## Feedback and Marking Policy



***“Walking in the footsteps of Jesus, loving and serving together”***

### **Introduction**

We approach marking as an essential tool for planning, assessment, evaluation and learning. By responding to pupils' work through constructive and positive feedback, we are able to acknowledge successes, promote pride in personal achievement and improve standards of both teaching and learning. Assessment for learning is essential for feedback and marking within our school; it is ongoing, informative and moves learning forward. Feedback to pupils about their progress is key. Written marking should tell the “story of learning” and the child's journey should be clear in all their books.

It is essential that marking is consistent and age appropriate across the school.

### **Purpose of Feedback**

Feedback can take many forms; written, verbal and non-verbal and it provides us with an opportunity to think more critically and analytically of both ourselves and others, enabling progress to be made via:

- Questioning to deepen pupils' curiosity and lines of enquiry
- Enabling pupils to both receive and give feedback to develop a more analytical approach to learning
- Developing independence and problem solving for themselves
- Nurturing a self-awareness and ability to respond to targets to help in tackling next steps
- Allowing pupils the chance to explain and prove themselves

### **Purpose of Marking**

The purpose of marking is to:

- aid learning so as to challenge and move the learning forward
- encourage independence to recognise and correct errors, and highlight misconceptions
- assist in assessing and informing planning
- encourage and promote pride in achievements appropriate to age and ability
- motivate pupils and promote a positive attitude to learning
- demonstrate to pupils a purpose and interest in their work
- promote the highest standards of teaching and learning



- foster discussion between staff member and pupil
- allow pupils to reflect on their own performances

All work must be acknowledged by the class teachers and every child must have at least one piece of in-depth marking by the class teacher each week. It is recommended the teacher rotates when the marking is completed. Children will receive next step targets, where appropriate, and this should lead into the learning of the next lesson. If given a specific next step the children need to be given time to respond to give feedback or marking. If there is a significant misconception or need this is likely to be addressed verbally as it is more effective, particularly in KS1 where comments cannot be read independently.

Each child should receive a next step target for them to respond to. This will enable the teachers to consolidate in an area or indeed allow the pupil to show how far their understanding goes. This can then be used to assess next steps / groupings / interventions etc. All marking should be carried out using a green pen.

Often marking may not take place until after the children have had the chance to self-edit their work. Peer meetings, where children give feedback to each other, will also give the opportunity for children to find their own ways of making their work the best it can be. Any self-editing will be carried out in a purple pen so that it is clear where a child has decided to make improvements.

Key words for each year groups are expected to be spelt correctly, and children must be encouraged to use given lists for checking their work against, along with the use of dictionaries and thesaurus. Spellings are not specifically pointed out to a pupil however S may be used following a piece of writing to show there is the need to go back and check spelling in KS2.

A series of symbols are commonly used across the school and these can be found in the Appendix.

### **Aim**

To have in place a manageable and effective system of marking and feedback.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that all school staff and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with equalities legislation.



## **Role of the Headteacher**

The Headteacher will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- work closely with the Learning and Standards Committee;
- ensure that these guidelines are being used consistently throughout school and in addition, all teachers will regularly evaluate and assess all marking within their own classrooms;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- regularly report to the Governing Body on the success and development of this policy.

## **Key Principles**

- All staff should mark according to the school's marking scheme. Symbols to be used are shown at appendix 1.
- Anyone other than the class teacher who marks a pupil's work will initial it, such as supply teachers and TAs.
- If a pupil has had support to complete a piece of work, this will also be indicated by the initials 'WS' (With Support) + adult's initials.
- Feedback is most effective when it is immediate, so verbal feedback is a priority. Where verbal feedback is given to a pupil, it would be expected that editing to their work using a purple pen would be evident.
- Pupils are encouraged to read teachers' written comments and act upon them; purple pen editing and the subsequent work, should reflect the impact of the comments and progress of the pupil.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- staff induction including supply teachers
- meetings with parents such as introductory, transition and parent-teacher consultations
- communications with home such as weekly newsletters, Class DoJo etc.
- reports such as the annual report to parents and Headteacher reports to the Governing Body



## **Making the Improvement**

Time for improvements may be planned within the same lesson, at the start of the next lesson or at another appropriate time to enable learning to move forward. Children typically show responses to “next steps” marking by using a purple pen. This allows any observer to understand the learning dialogue between child and adult.

## **Early Years Foundation Stage**

In the EYFS, feedback will be in line with the above and, in addition:

- Feedback will be mainly oral to the children;
- Written feedback, reflecting the oral feedback, will be provided, bearing in mind that parents will be the main audience in order for them to help their children develop;
- Mark making will always be responded to by an adult (teacher and/or TA);
- The main thrust of feedback will be made through the Learning Journey books.

## **Peer Assessment**

- Peer assessment opportunities are planned for by the teacher and used as appropriate, dependent upon age and activity. Expectations for peer assessments are that each child will:
  - Respect each other’s work
  - Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective
  - Try to make suggestions as clear as possible

## **Self-Assessment**

There will be opportunities for pupils to self-assess throughout the curriculum and it is expected that these skills should develop as children move up through the school. The marking approach is designed to enable children to be reflective about their own learning over time and to take responsibility for moving their learning forward.

The following can be used as an aide-memoire for children (and parents) and may be found in the front of some books:

## **Appendix 1: Symbols to be used on children’s work**



Mark	What it means
😊	Learning objective achieved
📈	Target /wish/next step
✓	Good work towards learning objective/ Correct answer
.	Please look again to check
P	Punctuation missing
S	Command to check spelling generally
W	whole class is working together to practise a skill or method
P	where they have worked with a partner or peer and is not independent work
WS + initials	With support from . . . . .
I	To show work completed independently in Rec / Yr 1

#### Arrangements for monitoring, evaluation and review

<b>Responsible committee for monitoring &amp; evaluation:</b>	Learning and Standards Committee
<b>Policy reviewed by:</b>	Learning and Standards Committee
<b>Policy review &amp; approval date:</b>	September 2020
<b>Next review date:</b>	September 2021