

# **St Joseph's Catholic Primary School**

## **Feedback & Marking Policy**





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Each one of us has been created by God for a special purpose and is therefore uniquely special. Together we pray, grow and learn in the footsteps of Jesus

### **Rationale**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. It is important to recognise that the standards and expectations of the school in terms of presentation and outcomes in books are transmitted to the children through the feedback they receive from the teaching team.

### **Principles:**

We believe that it is important that the teaching team provides constructive feedback to children, both written and verbal, focusing on success and improvements needed in relation to the skills being taught. This enables children to become reflective learners and helps them to close the gap between what they can do currently and the next steps in their learning. The audience for marking feedback is the child. As a result, it must make sense to them and help them progress in their learning.

### **Expectation:**

We expect that:

- All written work is acknowledged in some way by teacher comments, verbal feedback, stickers, house points, stamps etc.
- Marking is done promptly so that it is meaningful for teachers and pupils (preferably on the day of the lesson but definitely before the next lesson)
- Children will be given time to reflect on their feedback, and to improve it in response to the guidance they have been given

### **Joint Partnership with the Children**

We ensure children play an active role in the assessment process by:

- Encouraging peer and self-assessment by using a traffic light system when work is completed
- Sometimes marking their own work with the teacher
- Ensuring their handwriting is legible
- Responding to verbal feedback given, by making corrections to their work
- Ensuring that children feel able to engage in discussion about marking e.g. asking for further explanation

### **Making Marking Manageable:**

This policy takes into account the outcomes of the most recent report of the Independent Teacher Workload Review Group 'Eliminating unnecessary workload around marking.'

We make marking manageable for teachers by:

- Limiting the amount of marking teachers are expected to carry out.
- Using verbal feedback
- Using a variety of marking strategies which form an overall picture of each child's progress and achievement over time
- Marking as part of the plenary
- Developing children's ability to proof-read their work prior to marking
- Allowing children to self-mark and compare with others
- Training teaching assistants to mark their own group's work
- Using a marking code, agreed by teaching staff

## Marking Procedures

### EYFS:

#### Marking in EYFS – for adult directed activities only.

#### Children's Self-Assessment

The children in Reception self-assess their own work by carrying out the following;

For practical activities they use their thumbs;




|  |  |  |
|--|--|--|
|  |  |  |
| I found this easy  | I found this a little challenging  | I found this really difficult.   |

For written or paper work, they use the following 'dots' on their work;

|   |   |   |
|---|---|---|
|  |  |  |
| I found this easy   | I found this a little challenging   | I found this really difficult.  |

### Teacher feedback

To enable the children to be aware of their own development we give the following feedback on their work. The children all strive for '3 ticks'. We mark written/paper work with the following;




|   |   |   |
|---|---|---|
|  |  |  |
| You have tried hard but you have not met your learning objective.                   | You have nearly met your learning objective.  | You have tried hard and you have met your learning objective                          |

Independent work is marked in the following way;

|                 |             |                 |           |
|-----------------|-------------|-----------------|-----------|
| CI              | I           | AI              | S         |
| Child initiated | Independent | Adult initiated | Supported |






## Key Stage 1 & 2

The children in Years 1-6 will self-assess their own work by carrying out the following;

|   |   |   |
|---|---|---|
|  |  |  |
| I found this easy   | I found this a little challenging   | I found this really difficult.  |

This will be written near the Learning Objective using coloured pencils.

The following marking code will be used by KS1 & 2 members of staff when completing ‘in-depth marking’

| Our Marking Code  |   |
|---|---|
|    | Highlighting to show areas that need improvement – to be linked to Green Rs (maximum of two different things to improve upon) |
|    | Highlighting to show what we are ‘tickled pink’ with  |
|  | Objective partially met   |
|  | Objective met   |
| Sp  | Written in the margin on the line where there is a spelling mistake   |
| //  | New paragraph needed  |
|  | Incorrect use of capital letter   |
| S   | Support given for completion of work  |
| X   | Incorrect answer in maths   |
| VF  | Verbal Feedback given - Written at the bottom in the margin   |
| VF ✓  | Verbal Feedback has been acted on   |

‘In Depth marking’ will take place once per week in Maths and English and once per topic for all other subjects, including RE. When marking in this way the above code will be followed, a comment will be made relating to the Learning Objective and a green R will be set for the child to answer.

All other work will be acknowledged with ticks next to the LO and a brief comment/verbal feedback symbol at the bottom of the work. For maths, all calculations will be either ticked or crossed using a red pen.

## **Verbal Feedback**

- It is important for all children to have verbal feedback from a teacher depending on the task. This dialogue should focus upon success and improvement. A VF will be placed in the margin at the bottom of the piece of work when given and the pupil will respond to the feedback given and by noting what the feedback was. The teacher will then place a tick next to the VF to show that they have acted on the feedback.

## **Pupil Marking**

- Children will mark their own work, particularly mathematics, where the answers are right or wrong. They will use green pen to mark and the teacher will check the marking and acknowledge the work.

## **Green Rs**

- Once per week (Maths & English) the children will be expected to complete a Green R challenge to move their learning on or improve what they have already done. Children will complete these in green pen. Dedicated time will be given for children to complete these activities.

## **Correction Procedures**

- Corrections will be completed nearby to the work
- Maths corrections – the calculations will be written out again in pencil
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler using one line

## **Marking Stickers and Labels:**

Labels can be very effective in reducing repeated writing:

- For repeated feedback e.g, ‘Well done you have demonstrated clearly that you can use persuasive language in writing.’
- For recognition of good work
- For showing your approval e.g. The things I liked are...
- Re-read this sentence
- Self-assessment stickers
- Next steps
- Ensure that there is a good balance of peer assessment

Policy Review : July 2024

Next Review: July 2027