

St Joseph's Catholic  
Primary School

**Feedback  
and  
Marking Policy  
2018**



*'Learn together  
and grow in God's love.'*

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## **1. Aims**

At St Joseph's we aim that all children will receive timely, consistent and meaningful feedback to their work. This policy aims to define the key characteristics of Assessment for Learning (AFL) these are:

- Explicit learning objectives.
- Success criteria.
- Questioning.
- Feedback.
- Marking.
- Adjusting teaching to take account of results.
- Response to marking.

## **2. Explicit learning objectives.**

Effective learners understand what they are trying to achieve and why it is important. The pupils know the learning objective and have a focus that enables them to make progress. They can review their own learning and see if they achieved the objective.

## **3. Success criteria.**

Developing success criteria provides children with a clear framework that focuses their learning. Developing the success criteria with the children helps them to gain ownership over their learning. Written or oral feedback should be given relating to the success criteria.

## **4. Questioning.**

Questioning can be used in a variety of ways to deepen the pupil's thinking. Questions can be used to extend thinking; raise issues, prompt, promote ideas and to clarify understanding. Time also needs to be given for children to respond to questions.

## **5. Feedback.**

Oral feedback should be:

- The most regular and interactive form of feedback
- Constructive and informative to help pupil's reach their next step
- Targeted to individuals or indirect to the whole class so that pupils can reflect on what is being said.
- Developmental - recognise pupil's efforts and achievements and offer specific next step advice.
- All pupils will be taught to respond to marking and initial their feedback.

## **6. Self-assessment**

Pupils will self-assess their own learning against the success criteria using a traffic light colour dot at the top of their page next to the learning intention. A green stamp will be used to indicate if oral feedback has been given.

## **7. Peer assessment**

Children can be involved in shared marking. Marking should be against the success criteria and constructive, giving both positive feedback and the next steps to improve. This should be modelled to the children and should not replace teacher marking. Pupils will mark in red pen. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways such as:

- Find one word you are really proud of and underline it.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs to be developed further. Justify your reasons giving examples from your work.
- Pupils can walk around the room and look at each other's work and then share excellent examples against the learning objective and say why it meets the criteria.
- Use a 'friendly feedback form' so that pupils can give a written response to their partner's work, giving their partner praise and a next step improvement.

## **8. Marking.**

All children should have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment including self-assessment.

## **9. Key principles and guidance for marking**

- Establish ground rules for presentation.
- Marking is read and responded to.
- All staff mark children's work in green pen.
- Teaching Assistants (TA) should mark group work and stamp with a Teaching Assistant stamp.
- Supply teachers (ST) should mark all work and initial with ST.
- Cover supervisors will mark the work they teach in an allocated time they will use a cover supervisor stamp.
- When children mark their own work or the work of others, they should use a red pen or pencil and initial the work.
- Pupils will be given regular written feedback this will be given to children in an appropriate way for their age and ability. Comments should model the Handwriting policy. (see English Policy)
- Topic work will have next step marking.
- Comments should not be repetitive and when feedback is not being acted upon by the pupil, the teacher will endeavour to support the

child and adapt their approach to close the gap.

- All marking will be positive, informative and constructive.
- Marking must relate to the learning intention or the success criteria.
- Maths and other closed tasks should be marked with a tick and a question mark next to an incorrect answer. Children should be encouraged to leave incorrect answers and not rub them out but to add an additional response next to it.
- Any calculations, sentences that need to be corrected should be modelled with a 'next step' comment where appropriate and indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap.

## **10. Modelling.**

- Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. The children will then write the word three times when responding to marking and copy the word into an individual vocabulary book.
- Punctuation will be marked according to the child's National Curriculum levels. Punctuation mistakes will be inserted where omitted and circled where wrong.
- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
- Children should evaluate their work using the traffic light system at the top of the page and teachers will respond with their traffic light dot and comments at the bottom of the page.
- Marking will inform teachers' judgements on how a child is progressing in relation to the whole class National Curriculum levels of attainment and the child's individual ability and will be used to inform teachers' records and reports to parents.
- Adjusting teaching to take account of results.
- Pupil feedback and marking will be used to inform future planning.
- Annotations on plans will be used to record assessments and judgements on learning.

## **11. Monitoring**

This policy will be reviewed annually, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The SLT and Subject leads are responsible for ensuring that the policy is followed.

The SLT and Subject Leads will monitor the effectiveness of marking and feedback practices across the school through monitoring. This will be carried out in the following ways:

- Lesson plans will be monitored by the SLT and subject leaders.
- Lesson observations by the SLT and subject leaders.
- Book scrutinies by the SLT and subject leaders.
- Pupil progress meetings with the class teachers, SLT, subject leaders and PP champion.
- Learning walks carried out by the SLT and subject leaders.
- Pupil voice surveys.
- Pupil and parental feedback through consultation meetings.

## **12. Links with other policies**


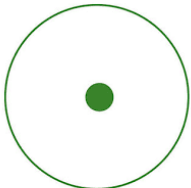
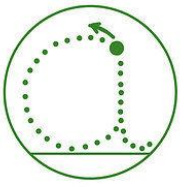


This assessment policy is linked to:

- Assessment Policy
- English and Mathematic policies.
- SEND policy.

## Appendices





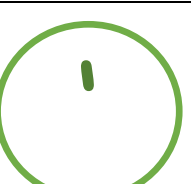



### 1. EYFS and KS1 Marking Codes

The following symbols will be used to indicate an area where a child can improve their work. The symbol could be drawn on a post-it-note, or into the margin of a child's book, and given to the child with accompanying verbal feedback. The use of a yellow highlight drawn on the line can also support children showing them where to write.

|   |   |
|---|---|
|  <p>Finger spaces</p>      | Check and make sure you use a finger space between each word.                           |
|  <p>Full stops</p>         | Check for missing or incorrectly used full stops.                                       |
|  <p>Letter formation</p> | Check your letter formation...  |
|                          | Check for missing or incorrectly used capital letters.                                  |
|                          | That the children have been given verbal feedback explaining how to improve their work. |

## 2. KS2 Marking Codes

The following symbols will be used to indicate an area where a child can improve their work. The symbol could be drawn on a post-it-note, or into the margin of a child's book, and given to the child with accompanying verbal feedback.

|   |   |
|---|---|
|    | Check for missing or incorrectly used commas.   |
|    | Check for missing or incorrectly used question marks.                                   |
|    | Check for missing or incorrectly used question marks.                                   |
|   | Check for missing or incorrectly used exclamation marks.                                |
|  | Check for missing or incorrectly used apostrophes marks.                                |
|  | Check for incorrect spellings.  |
|  | Check where you should start a new paragraph.   |
|  | That the children have been given verbal feedback explaining how to improve their work. |