



English Martyrs'
RC Primary School

Marking and Feedback Policy

MISSION STATEMENT

Our English Martyrs' School community
aims to follow the example of Christ
in welcoming, recognising, fostering and developing each individual
as a unique and special gift of GOD with value and dignity.

Date: April 2021

Review Date: September 2021

1. INTRODUCTION

This policy aims to give all members of the school community clear guidance with regard to the purpose, principles, strategy and expectations of effective marking and feedback.

2. PURPOSE

English Martyrs' Roman Catholic Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. A distinction can be made between marking and feedback, but quality is the most important factor. For the purpose of this document, marking tends to refer to written comments, whilst feedback is usually given verbally, yet the two are often inseparable.

Marking is the tool teachers use daily to find out what children have achieved, and where they need to go next to move their learning forward.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention, and the next steps necessary to improve the work.

This policy aims to provide standardisation and consistency of practice throughout the school so that children have a clear understanding of teacher expectations. Used effectively, marking and feedback can:

- develop children's self-esteem by praise and valuing their achievements;
- improve standards by helping children become better learners by giving a clear picture of what they have achieved, and what their next steps are;
- provide formative ongoing assessment to inform future lesson planning;
- create a dialogue which will aid progression;
- provide evidence of children's progress.

3. PRINCIPLES OF EFFECTIVE MARKING

Marking and feedback should:

- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning and targets.
- Relate to the Learning Intention and success criteria of lessons.
- Be used by pupils to deepen their learning
- Include a variety of approaches including assessment by peers and self assessment

4. PRACTICAL STRATEGIES

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming. Where appropriate, teachers will provide whole class feedback and in writing lessons in particular, will provide time for whole class shared editing followed by individual editing.

In many instances prompt feedback during lessons will have more impact on progress. When not working with a guided group, teachers should use the time during independent learning to give feedback (with acknowledgement indicated in books). This enables constant review of learning followed by a mini plenary to with the whole class or groups of children to address any common misconceptions.

The following are a number of ways feedback can be given:

Verbal:

- Most immediate and interactive form of feedback
- Focus on being constructive and informative
- Directed to only one child, group or to the whole class

Acknowledgment marking and deep marking:

Acknowledgement marking refers to ticks and use of LI codes as shown in **Appendix 1**. This provides the opportunity for teachers to indicate whether the learning has been achieved and written work completed independently, through guided or supported work or by using resources or manipulatives.

Deep marking refers to more detailed marking where errors are identified using the codes shown in **Appendix 2** and a follow up question or Next Step is set for the pupil to work on.

The following are the marking practices and expectations throughout the whole school:

- All written work is to be acknowledged using the codes shown in Appendix 1. Where necessary teachers may want to add other comments or set next steps.
- WRITING: at least one piece of work to be marked in detail every week, focusing mainly on grammar, punctuation and correct use of vocabulary. Teaching Assistants are expected to mark the work of a focus group of about six children at least once a week.
- MATHS: at least one piece of work to be deep marked every week. Simple closed tasks should be marked with a tick if correct or a dot when incorrect. Teachers should limit the amount of dots and find an alternative response if many responses are incorrect. Following marking, children are not to change answers using rubbers. Teachers will plan some time for pupils to respond to marking. Some work that need correcting or common misconceptions can be discussed at the lesson plenary or addressed at the introduction of the following lesson.
- READING: Destination Reader: Acknowledgment marking for 'Selfies' and whole class marking of 'Big picture' and 'Cold read'.
- RELIGIOUS EDUCATION – Two pieces of work should be deep marked for each half termly topic, one of which should be the end of unit assessment task.
- SCIENCE- Every half term, one investigation and one other piece of science work to be deep marked with a Next Step or a question that deepens lines of enquiry.
- HUMANITIES – Two pieces of writing each half term should be deep marked.
- FRENCH – Rigolo sheets should be marked with the class during the lesson.
- COMPUTING – feedback should be given during the lesson. Evidence of learning for BARE, AARE AND EARE Groups must be printed out and filed in the Computing evidence file.
- ART AND DESIGN – feedback during the lesson; with a folder of samples of work kept by the subject lead.
- DESIGN AND TECHNOLOGY – feedback during the lesson; with a folder of samples of work kept by the subject lead.
- PHYSICAL EDUCATION – feedback during the lesson, with photos evidence kept by the subject lead.
- PSHE- One piece per half term should be deep marked with acknowledgement marking throughout the half term.
- HOMEWORK: Teachers and Teaching assistants to monitor and check that homework is completed regularly, including MyMaths tasks on Tuesdays. Spelling tests are to be carried out each week. Writing tasks set each Thursdays to be acknowledged using the feedback tool on MS Teams by the class teacher or Teaching assistant. (See Homework Policy for more details)

General protocol

- The teacher should mark in green pen and the Teaching Assistant with a purple pen.
- Supply teachers must mark all work at the end of the day and indicate by writing 'Supply'.
- At times, children may mark their own work, or that of others. This should be done in blue pen/pencil.
- When peer-assessing, children should initial any comments they make.

- Consistent marking abbreviations and symbols as shown in Appendices One and Two will be used throughout the school. These are shared with all children at the beginning of the year and displayed clearly around the classroom.
- Marking should be relevant to the subject area. Teachers are to avoid using comments such as 'great/well done/you must work harder'
- Teachers to correct spelling of subject specific words eg correct spelling of 'baptism' in RE or Nutrients in Science, but not necessarily common words such as 'because'.
- Children absent for learning will have dates of absence recorded in their books.

Self and Peer Assessment

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and use this when appropriate. Any self or peer assessment will be completed in a blue pen or pencil.

Children will be trained to look at their own work with a partner with a critical eye to highlight where the success criteria have been met and make the necessary improvements or corrections.

When peer marking, children are to indicate whether they consider the learning intention has been met and tick accordingly next to it.

The quality of peer assessment is monitored by the class teacher and teaching assistant.

Success Criteria Checklists

Sharing learning outcomes and success criteria enables children to be clear about what they are expected to learn and how they can be successful. Success criteria should be linked to learning intentions shared with children and may include columns for self/peer assessment and teacher assessment.

Feedback from practical learning

Where learning is not being recorded in books as a written task, evidence of learning can be recorded in the child's book through the use of photographs or comments by the Teacher or teaching assistant.

Handwriting and Spelling

Teachers and support staff should draw children's attention to any instances of incorrect letter formation and wrong spelling of key words as they occur during the teaching time, for immediate impact. Particular attention should be paid to the correct subject specific vocabulary, spelling of days and months of the year and the expectations for spelling for each year group.

Monitoring

Marking and Feedback will be monitored according to the monitoring schedule each half term. This forms part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Inclusion

To ensure marking is meaningful and accessible, teachers will use the most appropriate marking codes for children with Special Educational Needs.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Signed:

for and on behalf of the Governing Body

Appendix One

ACKNOWLEDGEMENT MARKING

LI - ✓	Learning Intention achieved
LI – ws a	L Int achieved with adult support
LI – ws r	L Int achieved with use of resources
LI - wt	Working towards L Int. (partially achieved)
LI - na	L Int not achieved

Appendix Two

MARKING CODE – KEY STAGE 1

✓	Correct
.	Incorrect – check your answer
~~~	Check it makes sense
Sp	Check your spelling
VF	Verbal feedback given
	Sounds
	finger spaces
—	Write on the line
FS	Full stop
P	Punctuation
C	Conjunctions
@	Capital letter
LI - ✓	Learning Intention achieved
LI - ws a	L Int achieved with adult support
LI - ws r	L Int achieved with use of resources
LI - wt	Working towards L Int/partially achieved
LI - na	L Int not achieved
NS	Next step ΩΔ

### MARKING CODE – KEY STAGE 2

✓	Correct
.	Incorrect – check your answer
//	New paragraph needed
^	Missing word
~~	This does not make sense
Sp	Check your spelling
@	Missing capital letter
P	Punctuation error
G	Check Grammar
VF	Verbal feedback given
LI - ✓	Learning Intention achieved
LI - ws a	L Int achieved with adult support
LI - ws r	L Int achieved with use of resources
LI - wt	Working towards L Int/Partially achieved
LI - na	L Int not achieved
NS	Next Steps/Challenge