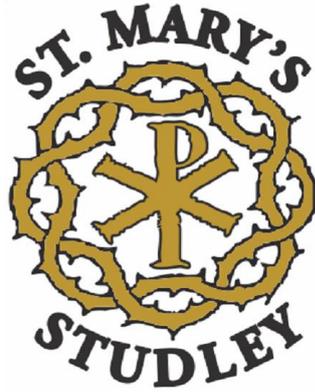


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,
STUDLEY**



Marking & Feedback Policy

Headteacher

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Chair of Governors

S. Coyne



St. Mary's Catholic Primary School, Studley

Marking and Feedback Policy

1 Introduction

1.1 At St Mary's Catholic Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

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

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn and make progress. 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;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific indication on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others.
- share expectations; LI's and next steps to learning.
- gauge the children's understanding, and identify any misconceptions – including oral feedback;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning;
- use a RAG123 system for self-assessment, where the colour indicates the level of effort and the number the level of understanding. Eg G1 = good levels of effort and excellent understanding and R3 = poor levels of effort and limited understanding. Children are encouraged to be open and honest about how they feel about their work.

3 Principles of marking and feedback

3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one.

- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to 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, and be given time to do so and responded to the comments made.. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made - oral feedback and colour coding
- 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.
- 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 (Learning Intention/success criteria).
- If verbal feedback is given during the lesson the teacher will note VF in the margin and will be able to see then if the child has reacted to the feedback from this point.
- 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.
- The marking system should be constructive and formative. A sticker stamp or house point may be awarded for good work. A challenge or a correction may also be added to be completed in the next lesson to consolidate learning. This is called MRT (Morning Response time) and the teacher in this case will mark in GREEN and the children MUST then respond in PURPLE. Examples of the type of MRT responses can be seen in the Appendix. Teachers must incorporate time for feedback and reflection in planning. Feedback and reflection time may take place as a whole class during a guided group or through one to one discussion with the pupil.
- 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 by peer review against agreed success criteria.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- Work may be marked with regard to BLP criteria: being reciprocal, resilient etc.
- Work is marked in red pen by the teacher.
- Marking and feedback that requires a response will be marked in green.
- When a TA marks the work it will be marked in blue.

4 Implementing the marking policy

4.1 The school has explicit rules that apply to all pieces of work (e.g. the date and title should be underlined, with the learning intention at the top

- 4.2 In addition to these general rules, there are specific rules for specific types of work
- 4.3 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. 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.
- 4.4 In order to encourage a positive response, marking should be constructive, indicating how a child can improve.
- 4.5 Ticks are normal where work is correct, and crosses or Cs where errors have been made. Other symbols may be used once their meaning has been explained, e.g. an S for a spelling mistake, Ch for additional challenge, T for next step for moving towards target. A list of the marking symbols is attached in an appendix to this policy and is displayed in all classes.
- 4.7 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.
- 4.8 Where pupils interact in the marking process (MRT), they will be all the more engaged and receptive to correction.
- 4.9 Peer marking is actively encouraged, however, children will be given a structure to guide them, so as their comments are generally positive and move learning forward. In addition, the children could indicate where they think a particular objective has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular objective has been met.
- 4.10 Personal target setting offers a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.11 Both teachers and pupils are encouraged to RAG123, as a visual aid to reflective marking, which gives the child immediate feedback on their performance. However this is not to replace other written marking as previously stated, targets challenges (MRT) and congratulatory comments are then left to the teachers' discretion.
- 4.12 Teachers will comment on spelling and grammar generally in the following cases:
- If spelling and grammar were part of the lesson focus.
 - 'Sp' should be indicated in the margin up to and including Year 4.
- However children in Year 4, 5 and 6 will always be encouraged to correct their own spelling using a dictionary after proof reading their work.
- 4.13 Pupils will proof read, edit and revise their own work using 'CUPS' and 'ARMS' from Year 3 upwards.

5 Monitoring and review

- 5.1 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.

St. Mary's Marking Symbols - Key Stage 1



Symbol	Meaning
<u>Year 1</u>	
X	mistake
✓	Correct
Ch	Challenge (big write only)
VF	Verbal Feedback
MRT	Marking Response Time

Year 2
As Year 1 and

Sp	spelling mistake
CAP	capital letter needed
.	full stop needed
VF	Verbal Feedback
MRT	Marking Response Time
RAG123	Code to effort and understanding

Sp, CAP, ., VF to be used in the margin only in Spring & Summer terms in order that the child may self-correct. Children should be encouraged to use a dictionary to check their own spelling when they are able.

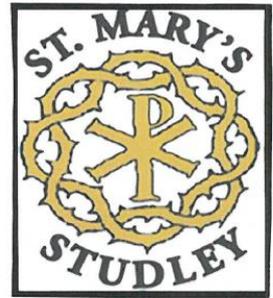
St. Mary's Marking Symbols - Key Stage 2



sp	Spelling Mistake
P	Missing punctuation
CAP	Missing capital letter
//	New paragraph needed
(T)	Small step improvement target
T*	You have worked towards your target
c	Please complete a correction
X	Mistake or error
^	You have missed a letter or word
VF	Verbal Feedback
RAG?	Missing AFL response

Sp, P, CAP, // and VF to be used only in the margin for all except SEND in Year 4. In Years 5 & 6 children should be encouraged to proof read and correct their own spelling with the use of a dictionary.

PROOF READ



Capital's
Understanding
Punctuation
Spelling



Add
Remove
Move
Substitute

EDIT AND REVISE