

Darwen St James'
C of E Primary Academy



Marking and Feedback Policy
2024/25

Mission – Nurturing ambition through a living faith.

Vision – Our Academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

Bible – Let us not love with words or speech alone but with actions and truth. John 3:18

At Darwen St James' CEP Academy, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

Our principles are based on the following:

‘Eliminating Unnecessary Workload Around Marking
Report of the Independent Teacher Workload Review Group
March 2016 – Department for Education’

Meaningful –

marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work

Marking should serve a single purpose – to advance pupil progress and outcomes.

Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Consistency across a school is still important, but this can come from high standards, rather than unvarying practice.

Manageable –

marking practice is proportionate and considers the frequency and complexity of written feedback.

Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating –

marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

Marking and Feedback at Darwen St James:

At Darwen St James' we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/LSA and child, ideally while the learning is still being completed.

Teachers and LSAs should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

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.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and LSAs will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child in green pen.

All learning will be acknowledged by the teacher.

Marking and Feedback in practice-







Type	What it looks like	Evidence
1 - Immediate	On the Spot marking Often given verbally for immediate action. May re-direct the focus of the teaching or task set. May include annotations following our school's marking code. Any marking is completed alongside the children and is quick. Teachers mark in pink pen.	Lesson observations Evidence in books
2 - Summary	Takes place at the end of a lesson or activity. Provides an opportunity for evaluation of learning in the lesson. Maybe peer or self-assessment (green pens).	Lesson observations Book scrutiny Pre and post teach sessions - seen on planning and in books

3 - Distance	Takes place away from the learning. May involve written comments for the pupils to respond to. Provides teachers with opportunities for assessment. Leads to adaptation of future plans.	Lesson observations Book scrutiny- Fix its Adaptations to future teaching sequences Use of annotations to inform future groupings
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At DSJ, we adhere to the following codes:

All staff will mark in pink pen and children self-mark, correct, edit and improve their work with green pens where appropriate.

Pupils self evaluate their learning by ticking next to the LO if they feel confident in their learning for that lesson, if not they leave it blank. Teachers follow that up by circling the tick if they believe the children have successfully achieved the LO or leave blank if more work is needed.

	Tick purposefully positive elements so that the children know what the tick is for
	To identify when a child has done an independent piece of writing
	R in the margin when a resource has been used followed by the name of the resource e.g. word bank, number line
	S in the margin next to the part or question which required support or S in the margin at the end of the piece of work to show the majority of the work was completed with support
	Circle up to 3 mistakes within a single piece of work. Circle up to 6 mistakes within a longer piece of work - not including an independent write. When choosing spellings start with phonic spellings e.g. choosing the wrong grapheme, then high frequency words from previous and correct year groups and finally any spelling rules which have been taught, choose up to 3 to correct and these should be written at the bottom of the piece for the children to practise. Grammar and punctuation mistakes to be identified using this symbol too.
	To be used in Maths to identify a correction that needs to be made - VF or Fix it to address the misconception.

Digital marking:

Computing is taught via Purple Mash and marking is completed digitally once a 2Do has been completed. Staff should mark the 2Do and give feedback and a judgement before the

start of the next computing lesson. This will allow the children a chance to read and act upon this feedback, amending or completing fix its or challenges. Staff will use the marking and feedback from the 2Do's to inform the assessment grid, to be completed at the end of each unit.

Praise in marking:

As well as moving learning on and ensuring that progress is being made, we also need to praise and encourage our pupils efforts and work. At Darwen St James' we give lots of verbal praise to the children, but we will also acknowledge it physically by awarding dojos either through the lesson and/or afterwards. We also award a golden coin to spend in the school shop at the end of each lesson, we verbally explain why this has been awarded so all pupils understand the reasoning behind it, this is linked back to the LO of the lesson.

Edit and Improve Time:

From year 2, children will be taught how to edit. Teachers will develop the children's ability to become independent learners, self scaffold and give them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer. The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there are any obvious mistakes – such as words omitted or mis-spellings.

Special Educational Needs and Disabilities:

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Supply:

All supply staff will be expected to mark work and give feedback in accordance with this policy. They will mark in black ink.