



Sacred Heart Catholic Primary School

Effective Feedback and Marking Policy

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

The purpose of a Feedback and Marking Policy is to ensure continuity and uniformity in marking across the school. Pupils will know what to expect and how to respond to marking. Teaching staff will know how to approach marking and what the pupils' expectations will be.

Aims

- To encourage pupil understanding of their own progress
- To support pupils in identifying their next steps and how they can achieve them
- To identify when pupils need additional support to achieve their next steps
- To ensure that pupils receive praise and encouragement when they have done their best
- To motivate pupils who have made as much effort as they can
- To reinforce the importance of high standards in presentation and handwriting
- To ensure that pupils recorded work is reviewed and acknowledged regularly

The Process

- To work alongside the child as much as possible when marking work
- To give verbal as well as written feedback, particularly for younger pupils or those who are unlikely to be able to read the teacher's comments
- To mark work in an appropriate manner i.e. reflecting the age/development stage of the child
- Teachers will moderate marking across the school, supporting and learning from the best practice of other teachers

Teachers

There will be 3 levels of marking

Type	What it looks like
Immediate	○ Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. ○ Takes place in lessons with individuals or small groups ○ Often given verbally to pupils for immediate action ○ May involve use of a teaching assistant to provide support or further challenge ○ May re-direct the focus of teaching or the task
Summary	○ Takes place at the end of a lesson or activity ○ Often involves whole groups or classes ○ Provides an opportunity for evaluation of learning in the lesson ○ May take form of self or peer assessment against agreed set of criteria ○ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	○ Takes place away from the point of teaching ○ May involve written comments/annotations for pupils to read/respond to ○ Provides teachers with opportunities for assessment of understanding ○ Leads to adaptation of future lessons through planning grouping or adaptation of tasks ○ May lead to targets being set for pupils' future attention, or immediate action

When marking a piece of work, a green pen should be used.

Next steps should only be used if it will benefit the child and does not have to be in every lesson for every child. Children need to be given positive feedback when they have completed a task well.

- Teachers will clearly share learning objectives at the beginning of a task. In depth marking will focus on the objectives of the lesson
- At all times teachers will model good presentation and expect neatly presented work in all books. Support will be given to those who find this difficult.
- Teachers will share good examples with the whole class to encourage good practice.
- Teachers will share with the children through written and verbal forms why a piece of work is good or how it could be improved
- All marking will be clearly written so children can read and understand
- Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. Spelling, punctuation and grammar will be corrected in a manner which is

focused and beneficial to the child. High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science). This will be the class focus for the week.

- When work is finished, children will be asked to improve their work with a purple pen (Purple Pen of Power)
- Children will be given opportunities during the week to read any feedback and make the required corrections.
- EYFS will use ELGs as titles for pieces of work. Work will be highlighted and dated according to the term they have achieved them and individual next steps will be used.

Marking Symbols

- The symbol "TA" in a circle will indicate where the child has worked within a group.
- The symbol "T" in a circle will indicate where the child has worked with the Teacher in a guided session

Communication

- The marking policy will be communicated to pupils through class discussion.
- The policy will be shared with parents through the school website
- Regular supply teachers and student teachers will find a copy of the marking policy in the staff handbook
- All supply teachers must mark their own work in black pen and inform the teacher of any findings
- Student teachers should mark work they have set. All work marked by students will be monitored by the class teacher.