

St. Anne's & St. Joseph's RC Primary Marking and Feedback Policy



We are a family of faith and learning;
following in Jesus' footsteps,
doing the best to be the person God wants us to be!

Our Vision

Our curriculum is designed to have faith and love at its heart, with children developing a sense of belonging to both our Parish and local community as they journey through school. It is designed to value each child, allowing them to develop their God given gifts. Our curriculum will encourage the highest aspirations for all members of our school family, helping pupils become independent learners who have the resilience to persevere, confidence to rise to all challenges and have empathy for all around them.

INTENT

At St Anne's and St Joseph's, we take a professional approach to the task of giving feedback to our children and marking their work. We believe that all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark work and give feedback as an essential part of the assessment for learning process. The purpose of this marking policy is to ensure consistency of approach to marking throughout our school and to inform parents and other interested parties how we mark our work.

IMPLEMENTATION

At St Anne's and St Joseph's, every lesson has a learning objective - a purpose for learning - which is shared with the children. Where appropriate, the children write these in their books. Sometimes they are stuck in on a piece of paper and sometimes they are shared verbally. The member of staff marking the work assesses whether the learning objective has been achieved. Marking and feedback are focused towards the learning objective and the criteria that is needed to achieve the learning objective. The marking and feedback will always help children to understand what they did well and what they need to do to improve the piece of work.

Marking and feedback, where relevant, may also refer to the child's own personal learning targets. Written comments by staff are neat, legible and written in blue pen. Marking is usually completed before the next lesson in that subject, although we recognise this may not always be possible for longer pieces of work. The school has developed marking codes which are used by all members of staff. These codes can be seen at the back of this policy.

Who will mark work?

It is the responsibility of the person leading the session to ensure marking is completed. The class teacher is responsible for ensuring their classes books are all marked up to date. This may mean directing the work of others e.g. supply teachers or cover staff. Support staff may also mark children's work in teaching sessions to provide instant feedback. If support staff, or teachers other than the class teacher, mark a child's work, it should be signed using their initials in the top left-hand corner of the page. The level of support given in producing a piece of work should be indicated when appropriate:

I = Completed independently

GG = High level of support (guided group work or 1-1 with TA / teacher)

S = Medium level of support (partly independent but with some prompts / scaffolding)

This is especially important in KS1, EYFS and for lower ability children. In KS2, it is assumed that all work is independent unless indicated otherwise. Teachers and teaching assistants mark in blue pen. The children may also use a green pen to self-correct their work. Paired response/peer marking is encouraged so that children can discuss their findings, thoughts, ideas or answers

together. The teacher delivering the lesson will always review this marking and indicate that they have seen.

The process of marking and offering feedback is a positive one, with pride of place given to recognition of the efforts made by the child. In order to encourage a positive response, any 'follow up' comments are a constructive statement on how to improve and /or a mini-task to complete.

Staff at St Anne's and St Joseph's recognise that the best form of feedback a child can receive is without doubt the dialogue that takes place between teacher and pupil while a task is being completed. The younger the child, the more important it is that the feedback is oral and immediate and in the Foundation Stage and Year One, work is marked alongside the child on most occasions. If verbal feedback has been given by the teacher or teaching assistant, it is acknowledged on the child's work with a (VF). Ideally comments made should be noted briefly on the child's work, as a record and for future reference. (E.g. Capital letters, full stops.)

When it is not possible to talk with the child about their work, teacher's provide prompt, quality written comments that give a clear indication of what the child has achieved and how further improvements can be made. Teachers should make sure that children can read and understand comments made. Younger children, or children who may have reading difficulties, may need comments reading to them so they still benefit from the praise and advice that written marking provides. Marking must be useful so that if the task was carried out again, the work would be better as a consequence of the marking. Where a child was absent for a learning activity (due to illness or because of completing intervention work / other activities e.g. instrument tuition), the date and learning objective will be recorded in their books marked with the words 'absent' or 'intervention'.

Religion

Our faith is at the core of our curriculum and has the highest priority in our school. Therefore, marking and feedback in religion lessons has to be of the highest quality to ensure that children's learning in this subject can be maximised. RE often presents children with a fantastic opportunity to respond to 'Big Questions' and questions that can deepen understanding of the learning for that lesson.

Posing questions in the marking of RE should be used as much as possible from Y2 onwards. An example of questions used in RE marking might be: 'How do you think Jesus would want us to react in this situation?' Or, 'Do you think revenge can ever be justified?' Whilst not every piece of RE work will be quality marked in this manner, it should be seen to happen regularly throughout a child's book.

RE work will also be corrected for English mistakes according to the child's ability. Subject specific words will always be corrected e.g. synagogue, disciple etc. Missing capital letters for important religious words should also always be corrected e.g. God, Bible, Jesus etc.

English

Where possible the child should be encouraged to correct their errors using their green pen or be given a mini-task task to either consolidate or extend learning further. For example: ✨ adverb, exclamation mark or change for a more interesting word.

Depending on the age or ability of the child, spelling, punctuation and grammar errors may be identified by either circling or underlining as per the marking codes.

Grammar or spelling exercises are not always marked by an adult as the children are often recording as they are discussing them with the teacher.

Mathematics

In Mathematics, each child should receive at least one piece of quality next step marking per week. Marking in Mathematics can come in a variety of forms such as:

- 1) Model / Image - showing the student how the work should look / be completed
- 2) Finish the sentence - e.g. Half of 16 is the same as ____ + ____
- 3) Closed questions – e.g. circle the numbers that round to 50. 44 45 59 49
- 4) Open questions – How many pairs of numbers can you find that have a difference of 5.
- 5) Explanation / Generalisation – Is it true that a multiple of 5 is always half a multiple of 10?

Children should complete corrections before the next lesson either independently or with support during a same day intervention whenever possible.

Marking in other subjects

Marking refers to the learning objective or success criteria. Mistakes in technical words and ability appropriate vocabulary will be highlighted for correction using the school marking code as children's writing in theme work should be as high a standard as that in English.

IMPACT

Quality marking and feedback will benefit our children by:

- showing them that we value their work and thus encourage them to do the same;
- boosting their self-esteem and aspirations through use of praise and encouragement;
- giving a clear general picture of how far they have come in their learning, and what their next steps are;
- offering them specific information on the extent to which they have met the objective, and/or the individual targets set for them;
- promoting self-assessment, whereby the children recognise their difficulties and are encouraged to accept guidance from others;
- sharing expectations;
- gauging their understanding, and identify any misconceptions;

Whilst we realise that not every piece of work will be quality marked in a lengthy manner, it is expected that a balance of quality marking, quick feedback and setting of and responding to mini-tasks will be seen throughout a child's book. Marking should always be meaningful.

Quality marking will benefit our teaching by:

- providing a basis both for summative and formative assessment, informing judgments and tracking progress.*
- providing ongoing assessment that will aid future lesson-planning.*

Monitoring

Book scrutinies will be undertaken by the SLT and subject leaders to ensure that regular and effective marking is taking place and that this policy is being adhered to. Subject leaders may also look at books relevant to their subjects as part of their subject leadership time and in line with subject development plans.

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