

St. Joseph's Catholic Primary School



Marking and Feedback Policy

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This policy reflects the school's values and philosophy in relation to giving children feedback about their written work. This policy is a working document which generates and informs good practice within our school. It is also a means to improve learning.

The Characteristics of Assessment that Promote Learning

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils
- It aims to help pupils to know and to recognise the standards they are aiming for
- It involves pupils in self-assessment
- It provides feedback which leads to pupils recognising their next steps and how to take them
- It is underpinned by confidence that every student can improve
- It involves both teachers and pupils reviewing and reflecting on assessment data.

**Inside the Black Box
Black and William 1999**

Audience

This policy is for all teaching staff, teaching support staff and supply teachers who are involved in marking and feedback. It is also to inform parents about assessment for learning practices, how children are involved in their own learning and how written work is marked.

Aims of the Policy

- To raise standards
- To ensure that feedback is effective and that work is quality marked
- To assess a child's ability and to move them on to their next step in learning
- To actively involve children in their learning and give them the skills to evaluate their own work
- To raise pupil self-esteem and celebrate success
- To ensure consistency in feedback and marking across the school
- To ensure a manageable system
- To inform parents

Marking and Feedback Principles

Work is quality marked to highlight success and improvement needs against the learning intention and may be verbal or written. Children are requested to make small improvements to ensure rich impact on their work and attitudes to improvement and learning. Focused comments enable children to close the gap between what they have demonstrated that they have learned and what they could achieve. Comments acknowledge success but also prompt children to understand how their work can be improved.

Verbal Feedback and Acknowledgement Marking

Verbal feedback is given to provide instant feedback on ways to improve learning. The language of our classrooms creates an ethos where speaking about learning is good and has an enormous impact on the children. Presenting difficulties or misconceptions as fundamental and exciting opportunities for new learning leads ensures efficiency in teaching and leads to improved confidence in the pupils.

Teachers' verbal feedback is focused around the learning of the task or a child's own individual targets. It may be given to an individual, to a group or to the whole class and where it is given in response to a written task the work will be annotated "V.F." (Verbal Feedback) A brief indication of the content of the feedback is recorded next to the annotation in order to assist staff in recognising progress over time.

Acknowledgement marking takes the form of a tick. This acknowledgement informs others that the work has been dealt with orally in a group or whole-class setting.

Distance Marking

Marking completed outwith of the lesson, away from the child, is positive, clear and reflects learning successes and next steps. The outcomes are used to plan future lessons and tasks.

Comments should always:

- Be clearly written using the school handwriting code
- Be written in a language that is understood by the child
- Be read by the child during planned lesson times
- Be responded to by the child before moving on to the next step

Self- and Peer-Marking

Children mark their own work or each other's work as part of the learning experience. Misconceptions and errors are shared and discussed in order to clarify concepts, knowledge or skills. Where a child marks their own work it is annotated, "S.M."

Children may be asked to work with *Talk Partners* to discuss their findings, ideas, thoughts or ideas. This engages all children in the lesson, develops collaborative and active learning, clarifies thoughts and creates a positive ethos. Talk partners support each other and tell the truth about the work in order to make the work better. Peer responses are usually verbal.

Emotional-Based Marking

Children are sometimes asked to record how they feel about a piece of work, lesson or series of lessons. This indicates to staff a child's level of confidence and takes the form " 😊 or 😐 ." Although marking should be as positive as possible, there may be occasions when it is necessary for staff to make emotive comments also, for example, when a child has not made their best effort.

Age-Appropriate Feedback

Feedback may take different forms according to the age and ability of the child and may include:

Early Years Foundation Stage

- Verbal feedback
- Talk partners
- Limited written feedback to enable staff to recognise progress over time
- 😊 .
- Reward stickers for effort and achievements










Key Stage One

- Verbal feedback
- Quality written marking
- Peer verbal feedback
- Emotional-based marking
- Self-evaluation





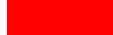


Key Stage 2

- Verbal feedback
- Quality marking, (sometimes distance marked)
- Acknowledgement marking
- Self- and peer-marking
- Emotional-based marking
- Use of SA1:(What I have learnt) SA2: (What I need to improve)

Early Years Foundation Stage and Key Stage One Marking Code

Code	
Sp	Incorrect spelling, teacher will write correct spelling above word. Sp written at the end of a piece of work, with some spellings for child to write three times.
	Capital letter needed. Teacher writes capital above where it should be.
	Lower case letter needed. Teacher writes above where it should be.
	By Year 2 Dot in the margin to indicate incorrect spelling and/or missing/incorrect punctuation on that line – this will include capital letters, full stops, commas, question and exclamation marks.
Nice	Orange highlighted word, phrase or space, improvements discussed with child, or, where appropriate, child to improve.
	Highlighted line between words to indicate finger spaces needed.
Superb	Green highlighted word or phrase – Good. (Teacher writes what is good e.g. word choice, sentence structure or punctuation)
^	Missing word, or letter, with word/letter written above
//	New paragraph
	Tick next to lesson target. Target met in lesson.
	Target met confidently.
	Target not met.
VF	Verbal feedback – your teacher talked to you about your work, either in the lesson or after marking your work.
SW	Supported work
IW	Independent work
TF	Teaching Focus Group
	Self-Assessment next to I can Drawn small
SM	Self marked
(Supply) (Student)	Marked to show who taught the class if not class teacher.
	Letter Size (Year 2)

Key Stage Two Marking Code

Code	
Sp above word	Incorrect spelling, pupil to spell correctly in margin or at the end of a piece of work.
	Capital letter needed. Child writes capital above word.
	Lower case letter needed. Child writes above word.
	Moving marking on by:- Dot in the margin to indicate incorrect spelling and/or missing/incorrect punctuation on that line – this will include capital letters and full range of punctuation.
Nice 	Orange highlighted word, phrase or space, child to improve. Teacher writes in margin or at end of work, what to improve; e.g. word choice, sentence structure, sense or punctuation. Highlighted line between words to indicate finger space needed.
Superb	Green highlighted word or phrase – Good (Teacher writes what is good e.g. word choice, sentence structure or punctuation)
	Highlighted at end of work to improve.
^	Missing word or letter
//	New paragraph
✓	Tick next to lesson target, target met in lesson.
✓✓	Target met confidently
•	Target not met
VF	Verbal feedback –your teacher talked to you about your work, either in the lesson or after marking your work.
SW	Supported work
IW	Independent work
TF	Teaching Focus Group
SM	Self marked
PM	Peer Marked Feedback with the name of the child giving the feedback
(Supply) (Student) ()	Marked to show who taught the class if not class teacher
 	Self-Assessment next to I can Drawn small
SA1: SA2:	What I have learnt today What I need to improve One minute task at the end of the lesson noted at the end of the piece of work