



St. Teresa's Catholic Primary Marking and Feedback Policy



Policy Statement

At St Teresa's Catholic Primary School, we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Our Mission:

To create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.

Our Intent:

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

- ✓ Show that we value their work, and encourage them to do the same.
- ✓ Boost self-esteem and aspirations, through use of praise and encouragement.
- ✓ Give a clear general picture of how far they have come in their learning, and what the next steps are.
- ✓ Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- ✓ Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- ✓ Share expectations.
- ✓ Gauge their understanding, and identify any misconceptions.
- ✓ Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- ✓ Provide the ongoing assessment that should inform future lesson-planning.

Our Implementation

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The marking should always be in accordance with the lesson objective or 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. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Comments should be appropriate to the age and ability of the child. 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.

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. Written comments should be neat, legible and in accordance with the handwriting scheme. The marking system should be constructive and formative. Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.

Feedback can identify a child's key learning difficulties. Errors that were made by many children should not be the subject of individual comments, but should be noted in planning. Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

The main objective of marking and feedback is not to find fault, but to help children learn. 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.

A delicate balance has to be achieved. 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.

The school has explicit guidelines that apply to all pieces of work:

- ✓ The lesson objective (WALT) and the date are written at the top of the piece of work and the WALT underlined (Key Stage 2) no underline for Year 1 and working towards this in Year 2
- ✓ Children write in pencil until their presentation is of a standard high enough to warrant writing in pen.
- ✓ If children make a mistake in pen, they use a ruler to draw one line through the mistake. If they make a mistake in pencil, they rub it out.
- ✓ Children use traffic lights to self assess each piece of work by the objective written at the top of the piece of work with coloured pencils.

At Key Stage 2 all pupils are expected to follow these guidelines and at KS1 Y2 children should be following these guidelines with Y1 pupils working towards them.

In addition to these general rules there are specific rules for specific types of work, for example maths (see separate Maths Correction Policy).

- ✓ Children write in pencil in their numeracy books.
- ✓ They know the rule, 1 number 1 box.
- ✓ They set out their written calculations as shown in the calculation policy.
- ✓ The WALT and numerical date is written and the WALT underlined at the top of each new session (Key Stage 2) no underline for Year 1 and working towards this in Year 2.

Teachers mainly mark by

- ✓ Ticking good points that meet the learning objective in red. If the learning objective has been achieved it is highlighted in green (if marking maths books all correct answers are ticked and the learning objective is highlighted).
- ✓ Making a development point / asking a question.
- ✓ Using the marking symbols as outlined below.

Ⓟ - verbal feedback given Ⓞ - worked with class teacher

Ⓜ - worked with TA.

Ⓢ - supply teacher Ⓡ - independent (Early Years only)

In the margin symbols will be given for:

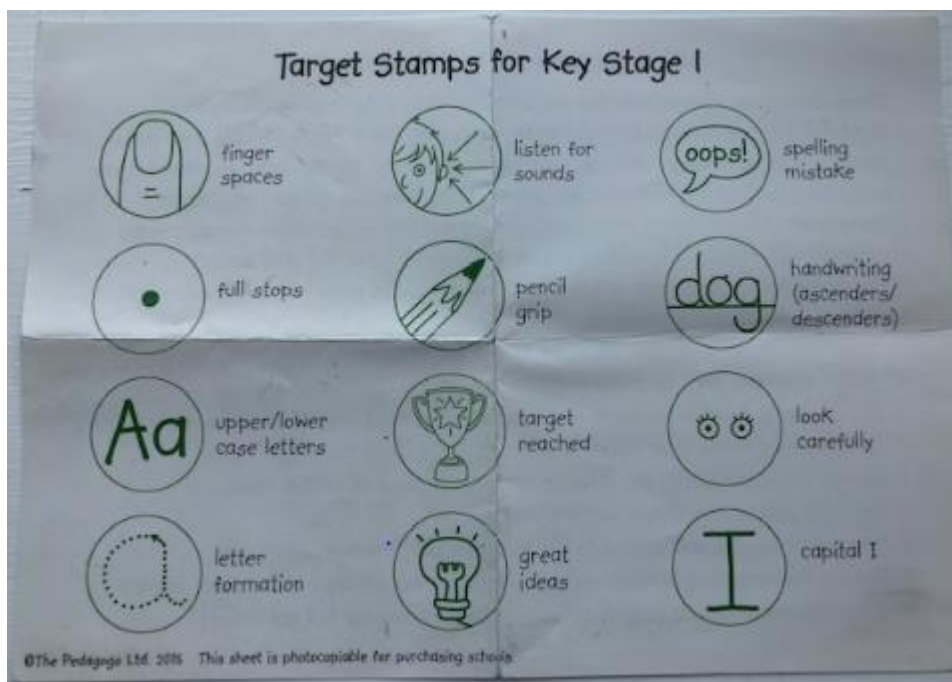
SP (spelling)

P (punctuation)

G (Grammar)

V (Vocabulary)

Please see below for marking symbols which are used in foundation stage and KS1.



Children should be given the opportunity at the beginning of the lesson to correct their work based on the marking feedback given using a green pen.

Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements)

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Teachers comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective;
- if it is a spelling/high frequency word that all pupils should know;
- if it is related to the child's target.
- if it is a key word (scientific/historical/geographical) relating to the lesson.

Our Impact:

St. Teresa's School has a supportive ethos and our approaches support the children in developing their collaborative and independent English skills. Our curriculum and high-quality teaching ensures that all children experience challenge and success. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards in English, with progress and achievement in writing and GPS at the end of KS2 being significantly above the national average and in the highest 20% of all schools.

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