

MARKING & FEEDBACK POLICY

St Gregory's Catholic Primary School



This policy complements the Teaching and Learning policy at St Gregory's Catholic Primary School. It is a vital component in maximising the full learning potential of all our pupils and should highlight the high expectations and warmth of staff and pupil relationship.

The aim of feedback and marking is to lead to progress in pupils' knowledge and understanding.

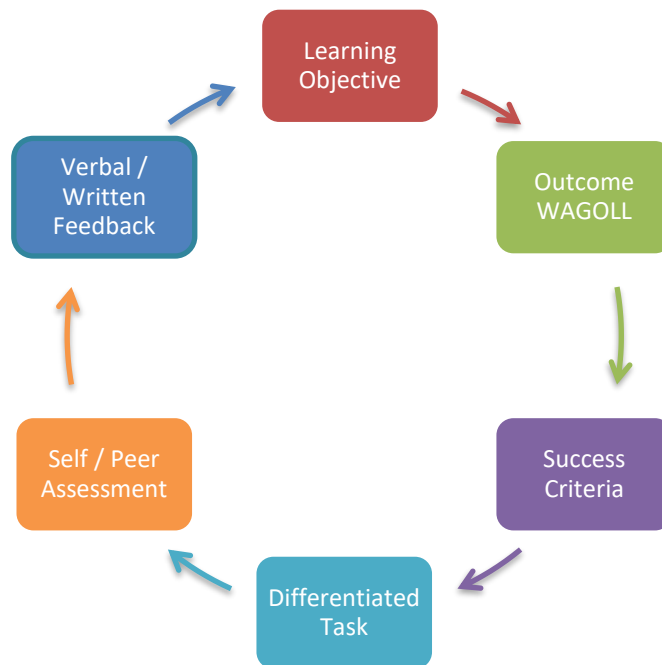
Aims

- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take into account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AFL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B)
- Feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. All oral feedback should be recorded in books with a **VF** annotation.
- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.
When distance marking, the following should be taken into consideration:
 - pupils should be able to read and understand the comments or have the comments explained to them
 - comments should be spelt correctly
 - the school handwriting policy should be followed when writing comments
- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B).

Prompts:

Prompts should be used when learning needs to **PROGRESS**

- **Reminder prompt** – used to highlight high expectations, i.e spelling, presentation
- **Scaffold prompt** – provides further support. This may take the form of a question that the child needs to respond to.

Expectations:

- Each piece of work **MUST** be marked by an adult.
- Pupils may self-assess their work with a tick or cross but all teachers must colour code or comment.
- **NO CHILDREN SHOULD BE COLOUR CODING THEIR WORK**
- All work will be marked by the next lesson in that particular subject
- Evidence of detailed marking and comments should be recorded regularly in each subject.

Grammar, Punctuation and Spelling

Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. As a guide pupils will be asked to correct no more than **three** misspelt words.

- In maths, correct answers will be ticked, but incorrect attempts will be crossed.

In other areas of learning

- Feedback and marking needs to acknowledge progress towards the learning objective which must be clear.
- When writing has taken place in other subjects the standards of English should be maintained.
- Pupils will be given time to respond to any improvement comments in their work.
- When pupils are given an improvement comment, they should respond in **black pen** so that their response is clear.

Review:

This policy was re-written in March 2023 and will be reviewed annually.

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

Marking Symbols.

Symbol	This means...
CL	There is a mistake with a capital letter somewhere
G	Your use of grammar is not correct
P	There is a mistake with punctuation
Supply	A supply teacher has marked this work
VF	Verbal Feedback (an adult has talked to me about my mistakes or how to improve)
/	New line needed
//	New paragraph needed
Sp	There is a spelling mistake somewhere
Pink Highlight	<p style="text-align: center;">Pink=Think! Think about this – can you correct it?</p> <p style="text-align: center;">Pink Highlight on the Title/WALT: You have not met the objective, look at your work for a fix it</p>
Green Highlight	Wow! This is brilliant ☺ You have achieved the objective
Guided	This work was guided by a member of staff

Children fix their work using a **black** pen

Stamps, stickers, prize boxes, Dojo points and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

