

FEEDBACK AND MARKING POLICY



*“With Christ at the Centre
Inspire, Believe and so Achieve”*

September 2024

Introduction

This policy outlines the marking and feedback strategies used at St Joseph's Catholic Primary School. It has been developed by all staff and reflects the opinion of the whole staff. It has been approved by the Governing Body.

This policy outlines the purpose, nature and management of marking and feedback at our school.

The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

Effective feedback is one of the key elements of Assessment for Learning and is a powerful tool in engaging pupils in their own learning. It is important that children receive constructive feedback to work, both written and orally, focusing on success and what they need to do next; their "next steps." This enables children to become reflective learners and helps them to close the gap between what they can do currently and where they could be. This marking policy allows for a consistent, whole-school approach so that pupils understand how they will receive feedback and how they should respond to marking comments. Consistent, regular marking also reinforces high expectations and also helps pupils understand that their work is valued.

Aims and Objectives

Marking and feedback should:

- Recognise, encourage and reward children's effort and progress.
- Reinforce high expectations for individual achievement, giving appropriate recognition and praise.
- Give clear success criteria and next step in progress and development
- Provide consistency of approach by all the staff.
- Be manageable to staff and accessible to the children.
- Relate to the learning objective.
- Involve the children to promote an on-going dialogue between pupil and teacher in order to support pupil progress.
- Give recognition and praise for achievement and clear strategies for improvement using next steps strategies.
- Be given orally where appropriate to children, particularly to younger children learning in PS1 and early PS2.
- Allow time for children to read, reflect and respond to marking where appropriate.

- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Contribute to the assessment of children's work and help teachers gain information for future planning
- Help parents understand strengths and weaknesses in children's work
- Be seen by children as a positive approach to improving their learning.
- Focus teachers on those areas of learning where groups and individual children need specific help.

Feedback and Marking Strategies:

Acknowledgement marking against the learning objective:

All written work should be marked using the school marking symbols. The minimum expectation is that work should be ticked and one of the following symbols used to evaluate whether the learning objective has been met.

Symbols

	LO Achieved – PS2 & 3
	LO partially achieved – PS2 & 3
	LO achieved – PS 1 & 2
	LO partially achieved – PS1 7 2
WS	Achieved with support
I	Independent
O	Oral feedback given
SA	Self-assessed
PA	Peer assessed
WWW	What went well
EBI	Even better if

Spelling mistakes will be underlined in red and the correct spelling written in margin. It will be at the teacher's discretion which spelling mistakes the child will be asked to practice. Children will be expected to practice any incorrect spellings three times at the end of their work; the teacher will be expected to acknowledge this with a tick.

All HFW (high frequency words) - the teacher will correct the spellings of HFW they expect the child to know. Where there are many, the teacher will use his/her discretion to choose up

to 3 for the child to practice.

Tickled pink - where there are examples of good work these will be highlighted in pink by the class teacher to show acknowledgement of the child's good work.

Next steps - "tro nesaf" – next steps marking should be consistently evident in mathematics, literacy (written work), topic and RE

In most cases, acknowledgment marking will usually be accompanied by one of the other feedback and marking strategies outlined in this policy

Motivational Feedback

Some pupils benefit from motivational comments that confirm that they are achieving or making progress. Types of comments may include:

“Fantastic maths”

“Super work!”

These comments should be written at the teacher's discretion and as a general rule this type of marking should be as positive as possible. However negative comments are acceptable if the teacher judges it will have a positive impact on the pupil's learning or will reinforce high expectations for achievement, for example, if a child has produced work that the teacher knows is not reflective of their ability or if presentation does not meet the expectations set. Particularly in PS 1 & 2, teachers may also use a range of strategies to acknowledge children's achievement including smiley faces and stickers.

Next Steps Marking

Next step marking is an essential part of the Assessment for learning process. It helps close the learning gap, supporting pupils to move from where they currently are to where they are targeted to be in their learning. It makes pupils think about and reflect on their learning.

Next steps are improvement prompts that make pupils think about their learning, focusing them back on the learning objective and/or success criteria.

Next steps feedback may include the following strategies:

Focusing back on the learning objective

- **Reminder:** 'Say more about' “Explain what you mean by...”

- Question: 'Can you describe how ...? "What do you think the character will do once he finds out the secret?'
- Example: 'Can you think of an example to show what you are saying?' "What type of fish did you see on the boat trip?'
- Scaffold: "Look at this sentence. What adjectives would you add to...?'
- Reflection/evaluation: What do you think was the most successful part of your story and why? What would you do differently next time?

Next step feedback to accelerate

This type of feedback moves the child on to the next level of difficulty, ensuring the learning is pitched more accurately. During a lesson, a pupil may demonstrate that they have acquired a concept quickly. This type of marking moves them on to the next level, avoiding pupils completing tasks or activities that they are more than able to do already.

- You can use your understanding of place value to multiply whole numbers by...?
- How would you multiply a whole number by 100? Try these to see if you can work it out?
- I really liked your use of short, simple sentences to build up the tension. Now go straight onto the challenge task.
- What if you spent twice as much? How would that change the problem?
- What if you changed the order of sentences round? What impact does that have on the reader?"

Next step feedback can be verbal or in writing.

To have the greatest impact on pupil learning and progress next steps marking should include the following:

- *Feedback should, in general, be linked to the learning objective and success criteria.*
- *Comments should be specific and use language accessible by the pupil.*
- *Strengths of the work should be identified and a next step (improvement prompt see above) given.*
- *Children should have time to respond to feedback and next steps. This will be at the discretion of the teacher, however should ideally be before the start of the next lesson in the subject where feedback has been given. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply and as a minimum, children should acknowledge they have read any feedback and/or next steps by drawing a smiley face next to the teacher's marking.*

Peer and Self Evaluation and Marking

Self and peer-evaluation is an essential part of the assessment for learning process and should be used at an appropriate level in both PS 1, 2 & 3. It encourages children to become more reflective learners, who can analyse what they have achieved during a lesson and what they need to develop to make further progress. It also helps to engage pupils in the learning process. In Yr 4, 5 & 6 children are supported in reflecting in greater depth using the success criteria and self-evaluation questions to guide their thinking. The following prompts may be used to support peer and self-assessment.

Use of the success criteria

Pupils can use the success criteria to identify aspects of the lesson they did well and elements they would need to improve. A copy of the success criteria can be stuck in pupil's book so pupils can highlight what they have done well and what they think their next steps could be.

Guidelines for effective peer and self-assessment

- Written and oral self or peer-evaluation should take place regularly in PS2 and where appropriate in PS 1.
- Clear written evidence in pupils' books that it is happening.
- Pupils should write the letter "SA" (self-assessed) or "PA" (Peer assessed) at the start of their comments.
- Time for self- and peer-evaluation needs to be built into planning and can be done at the beginning or at the end of a lesson.
- It is important that teachers take account of pupils' evaluation and use this to inform future teaching and learning.
- Pupils may mark their own work as this is an important way of encouraging children to reflect on their own progress in the lesson and it provides them with immediate feedback. Teachers must use their professional judgement to decide whether it is appropriate for a task to be marked by the pupil. Examples of work that are suitable for marking by the child include mental maths test, spelling tests, word or sentence level work where there is a closed response and maths calculations.
- Teachers should not overuse pupil marking. All mark worked by a pupil should still be ticked and evaluated by the teacher and a comment provided in accordance with policy.
- It may on occasion be beneficial for pupils to mark each other's work as marking another pupil's work can support peer-evaluation. This should be done sensitively and at the discretion of the teacher.

WWW and EBI

What went well (WWW) and EBI (Even Better If) should be used as prompts for giving feedback to children.

This policy will be reviewed annually by the staff and the governing body curriculum committee

- Signature: Date:
- Signature: Date:

This policy was last updated on 02/09/24

<u>Symbol</u>	What it means
	I have achieved the learning objective
	I have achieved some of the learning objective
<u>WS</u>	I was supported to complete this piece of work
<u>I</u>	I completed my work on my own
<u>DJ/M</u>	Dojo Points/Merits
	My work is good so my teacher is tickled pink
<u>SP</u>	I will practise any spelling mistakes 3 times at the end of my piece of work
<u>VF</u>	My teacher has spoken to me and told me what I need to do
	I will show that I have read what my teacher has written by drawing a smiley face. I will ask for help if I am unsure or do not understand.
<u>Tro</u> <u>nesaf</u>	I will complete the activity my teacher has written to show that I understand what I need to do better next time.
<u>PA</u>	Peer marked/Peer assessed – Green Pen
<u>SA</u>	Self-assessed - Black Pen
<u>WWW</u> <u>EBI</u>	What went well Even better if

Progression Step 1 & 2

<u>Symbol</u>	What it means
	I have achieved the learning objective
	I have achieved some of the learning objective
<u>WS</u>	I was supported to complete this piece of work
<u>I</u>	I completed my work on my own
	Successful Spider
<u>DJ/M</u>	DojoPoints/Merits
	My work is good so my teacher is tickled pink
<u>VF</u>	My teacher has spoken to me and told me what I need to do
<u>SP</u>	I will practise any spelling mistakes 3 times at the end of my piece of work
<u>Tro nesaf</u>	I will complete the activity my teacher has written in the cloud to show that I understand what I need to do better next time.

- **Those pupils deemed 'Ready' in Year 1/2 will be moved onto PS 2 marking system.**