St John the Baptist
CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY

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TRUST

St John the Baptist Catholic Primary School

Marking and Feedback Policy

Policy written: March 2017
Adopted by Staff and Governors: March 2017
Date for Review: January 2019

Marking and Feedback Policy

Updated January 2017

Mission Statement

St. John the Baptist Catholic Primary School is rooted in the local Catholic community with which it shares beliefs and values.

Christ is the way, the truth and the life.

Our school is a welcoming Christ-centred community, committed to the development of faith and worship.

Our mission is to provide a loving and stimulating environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

Our children will be encouraged to develop an awareness and respect of others as well as themselves, as we all journey through life with Christ.

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, aims, principles, strategies and expectations of effective marking and feedback at St John the Baptist Catholic Primary School. In reviewing this policy we have taken into consideration recommendations made in the report of the Independent Teacher Workload Review Group "Eliminating unnecessary workload around marking' 2016

Rationale

St John the Baptist Catholic Primary School is committed to providing relevant and timely feedback and marking to pupils, both orally and in writing. This policy is designed to allow teachers to use their professional judgement about how and when to give feedback to children and mark their work. It with written with an acknowledgment that marking is significant contributor to teacher workload and that it should, therefore, be undertaken only when it will have a significant impact. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Feedback and marking should be used effectively to accelerate the learning and progress of our children Research shows that marking is an important factor in pupil learning but should be **purposeful**, **productive** and **proportionate.**

Terminology

Marking and feedback are closely linked, but are not the same thing. In this policy, the two words are used as follows:

Feedback – any activity which gives a child information about the work they have done (or are doing) in terms of the aspects of it that are successful and ways it could be improved. Feedback, which includes marking, may be written or verbal and may come from adults, peers or even the children themselves through 'self-assessment'.

Effective *feedback* is shown by research to be one of the most effective ways of improving children's work.

Marking – the activity of reviewing a child's work, usually after it has been completed, and leaving a written comment or other form of 'mark' on the page to show that the work has been seen, or to give corrections or set targets

Please read this policy in conjunction with our other policies:
- Teaching and Learning
- SEN and Inclusion

Aims:

At St. John the Baptist's Catholic Primary School we aim to value each child as an individual so that they can develop their potential through taking an active role in their own progress, thus becoming independent learners. Our aim is to:

- provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve their individual progress.
- Develop pupil's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

- To communicate regularly with children during and at the end of lessons so they can improve their individual progress.

- To provide teachers with feedback as to how well the children have understood the current work, to inform the **next steps** in a child's learning and to enable teachers to plan future lessons which move children's learning on.

- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist in forward planning.

- To assist children, by setting clear targets, to focus on aspects of their work which need further development.

- To motivate children to further their effort by celebrating current achievements and raising self-esteem.

- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments.

- To promote high quality work.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.

Effective marking and feedback should:
- Be meaningful, manageable and motivating for pupils and staff
- Vary by age group at the pupils level of comprehension,
- Be proportionate not complex, and should be time effective for teachers.
- Provide clear feedback to pupils about the strengths and areas for improvement in their work and the next steps they need to take both during the lesson, where appropriate, and in future lessons
- Allow specific time for the pupils to read, reflect and respond to marking
- Give recognition and appropriate praise for achievement
- Relate to the learning objective/success criteria of the work set
- Be written in handwriting that is legible and a model for the pupil, using the school's cursive style
- Involve all adults working with pupils in the classroom
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy

Procedures
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for pupils.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups,
- Give positive feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know linked to year group expectations.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Feedback and marking expectations
It is not necessary for every piece of work to be 'deep' marked. All pupils' work is to be at least 'light' marked by Teacher or Support Staff if they are working with a particular group. In both Maths and Literacy at least 1 piece of work per pupil should be marked in depth per week. Teachers should judge which work is to be marked and the marking strategy they will use. eg. marking stamps with a simple written comment (see appendix)
- Work must be marked by the adult using a green pen.

- All marking should be written neatly in a clear legible hand aligned to the school handwriting script and a model for the pupil using high standards of grammar, punctuation and spelling.

- When marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development.

- All age related spellings must be corrected in all work and children must be able to spell the recommended words for their year groups.

- If a response to marking is required from the child, they should be given specific, directed time to make these responses. It is important that children take responsibility for making these changes when required.

- Where children have responded to marking, self-edited or redrafted, this should take place in a purple pen/or pencil to that used for the original work**.**

- Where possible, feedback should be given in the presence of the child, whilst the work is being completed. This feedback should be considered and specific. It is not always necessary for this to be recorded, though the children should be aware of and able to explain the feedback they have received and how it helped them.

- Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils

- The marking code is to be followed in all cases. The marking code should be accessible to all pupils in the learning environment

Effective Marking and Feedback Strategies
The following strategies can be used to mark, assess and provide feedback.
1. Verbal Feedback
This means the discussion of work and direct contact with the pupil. It is particularly appropriate with younger, less able or less confident pupils.
A discussion should be accompanied by the appropriate marking code symbol in the pupil's book or remark to serve as a permanent record for the pupil, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A **'VF'** symbol, or **'Verbal feedback' stamp** should be used to acknowledge verbal feedback has been given with a brief summary of advice given or what praise referred to e.g. **VF – discussed how to improve the range of connectives OR VF – excellent opening paragraph.**

2. Success Criteria Checklists
Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older pupils:

Success Criteria Checklist*	
Learning Objective: To practice writing a formal letter	
1. First paragraph: explain what your letter is about.	
2. Use at least 2 different connectives.	
3. Include no more than 2 rhetorical questions.	
4. In the last paragraph, summarise your main points and demand compensation.	

*Teacher marking should then relate to the success criteria checklist.

3. Peer Marking

In KS2 Pupils should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk partners'. Pupils should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Pupils should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of pupils should be based on ability and trust. **Pupils could highlight evidence of success or write a comment(s) in another pupil's book in a different colour pencil, which is then initialled.**

4. Quality Feedback Comments

Personalised quality feedback comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that pupil's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. A focussed comment should help the pupil in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*

- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".*

- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the pupil to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further. **It is imperative that the teacher then returns to the pupil's improvements/expansions/comments and responds as a way of continuing this dialogue.**

5. Pedagog Stamps – KS1

In EYFS and Key Stage One, the Pedagog stamps must be used to respond to pupils' work. **Pupils must understand what the stamps represent and how they direct the pupil to improve their work, or how they praise a pupil for a specific feature.** The code for the stamps must be stuck at the back of the pupils' work books and displayed in the classroom.

6. Marking Colours
Teacher - All marking will be undertaken in green.
Pupil – All written responses will be undertaken in purple pen in KS2 and in pencil in KS1 but indicated by a purple asterix where responses to the marking have been undertaken

7. Purple Pen of Progress Pupils should be given an opportunity to improve their work across the week through marking and feedback. There should be at least 1 piece of work in each curriculum area, each week which requires pupils to improve or further develop their work. The teacher should write a purple P in a circle with the directed task to improve the work. Some examples of how work could be improved:
P – Improve the adjectives in your first paragraph.
P – Add at least 3 different types of punctuation to your first paragraph.
P – Can you think of 3 alternative adjectives which you could have used for 'big.'
P – Now try this (in maths)
P – Now add 1000 to each answer

Pupils must only use their purple pens for responses to marking and feedback comments.

8. Spellings
Incorrect spellings must be addressed throughout school. In key stage one, pupils should be spoken to about spellings in an age-appropriate way, according to the age and stage of the pupil. In key stage two, spellings should be highlighted by being underlined by the marking pen and 'SP' written above the incorrect spelling. In KS2 pupils must use a dictionary/ Spelling Journal where possible, to correct the word/s during time given to respond to feedback. The teacher must then continue to monitor the spellings and address any words which the pupil continues to spell incorrectly especially those that are the key word spellings linked to ARE. Spellings should not be corrected by the teacher, though some pupils may require support with using the dictionary to locate words, such as those in Year 3.

Religious Education Marking
Religious Education (RE) work should be 'deep' marked in order to take the understanding of the RE Learning forward. Although incorrect grammar and spelling need addressing in RE work, it is the DRIVER words for RE should form the basis of the RE marking as this will enable the children to move their learning forward in this subject and will inform the teacher of where the children are in relation to objective and the RE assessment grids. The DRIVER words should relate to the classroom display. Developmental marking needs checking and correcting and responding to further where required. No stamps should be used in RE books

Monitoring effective marking and feedback
All marking and feedback should be thorough, consistent and of a high quality, allowing pupils an opportunity to deepen their understanding of each subject. Teachers should value the quality and importance of marking and feedback and ensure time is given each day, and each lesson, as necessary, to respond to comments and move their learning further forward in a personalised manner. Research shows that good quality marking and feedback, when implemented consistently and rigorously, has a significant impact on pupils' progress. All staff must value this and plan time each day.

Planning:
Planning should identify learning objectives and success criteria which will link to pupils' work and subsequent marking comments and feedback.

Work Scrutiny:
Work scrutiny should see the impact of marking on pupils' progress over time. Marking against learning objectives and success criteria will be evident with suggestions for improvement and deepening of pupils' learning alongside praise and approbation. All the approved strategies and systems outlined above; Pedagog stamps, green marking pen, purple pen of progress and symbols such as VF (Verbal Feedback) GR (Grammar) and P (Punctuation) will be in evidence, along with the impact these have on accelerating pupils' learning. – *See Marking Key*

Lesson Observation/Drop-ins:
When undertaking lesson observations and drop-ins, clear opportunities should be identified for pupils to respond to teacher marking and feedback. Planned opportunities for pupils to respond with the purple pen may be observed, and links with prior learning will be referred to. During the lesson observation, the observer may wish to look back in pupils' books to previous work and question the pupils to measure the impact on the learning.

Pupil Interviews:
Each term, a sample of pupils, will be interviewed with their books and related work. This sample may focus on ability groups, pupil premium pupils, year groups, cross-phase, SEND pupils amongst others. During these interviews, pupils will be asked about how the marking and feedback supports them in improving their work, and increasing and deepening their learning. Pupils will be asked about the symbols and stamps to qualify their understanding of these. Pupils will be able to demonstrate if they understand how they can improve their work, as a result of the symbols and stamps, and if they understand what they are doing well, from the stamps and comments given.

Marking Prompts
To indicate a response to marking, pupils will edit work or respond to a 'have a go' comment in purple pen. When pupils are given their marked work they are given time to respond to marking. In KS1 this may be supported by staff as a small group activity. In KS2 pupils will be given time to respond to comments that inform their learning in the form of a reminder, scaffold, prompt or challenge.

A Reminder Prompt: Most suitable for more able children as this reminds them of what could be improved without any additional support given.
E.g. 1: Your target was to use an embedded clause – can you add one where I have starred?
E.g. 2: We practiced looking for number bonds that help...can you use this method to help you correct your work?
A Scaffold Prompt: Useful for children who need more structure than a subtle reminder. This prompt could also be a further way of adding further challenge for more able children.
E.g. 1: Can you describe how this person is a good friend?'
E.g. 2: What adverbs could you use to describe how this character talks? I have added one into your work...Can you add another where I have starred?
E.g. 3: It is important that you use this method to help you...I have started another example...can you complete it?
An Example Prompt: Successful with all children but especially middle or lower ability children, this prompt gives even more support by offering a choice of words, phrases or options for the child.

E.g. 1: Which of these adverbs best describe how the character is speaking: grumpily, angrily, mournfully, sulkily? Can you add this in an appropriate place in your work, using your purple pen?
E.g. 2: Choose one of these statements to describe the friend in your story: She had really long blonde hair with a lovely smile. She was always kind and smiled at everybody she met.
A Challenge Prompt: The teacher poses a challenge to the child,
E.g. Use your purple pen to find a place in your work to add a metaphor.
E.g. 2: The next step would be to use the grid method for TU x TU…Look at my example and see if you use it to help complete this challenge…

Correcting Mistakes in Maths: Where a Maths question is incorrect, the teacher will highlight the error, e.g. draw a box / or create an opportunity for the child to self-correct. If there is evidence of misunderstanding / repeating the same mistake, then this will be addressed in future teaching.

Monitoring and Review: Implementation of this policy will be monitored and evaluated through the school monitoring cycle including work scrutiny and pupil interviews. In future monitoring the following questions will be posed:

- Does work scrutiny suggest that teachers are using the M & F Policy as agreed?

- Are children actively involved in assessing their own work?

- Have children taken on board corrections and attempted to rectify their mistakes or have they taken action on the next steps identified?

- Has marking led to evident progress in children's work?

Appendix 1
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Marking and Feedback in Key Stage One

- All work in books should have the learning objective displayed using a 'Can I' Statement

- Any written comments should be progressive, developmental and show how learning can be moved forward.

- Next steps should show where work can be improved or enriched through written comment or the use of Pedagog Stamps :

Target Stamps for Key Stage I

finger spaces · listen for sounds · oops! spelling mistake · full stops · pencil grip · handwriting (ascenders/descenders) · Aa upper/lower case letters · target reached · look carefully · letter formation · great ideas · capital I
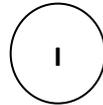
- Rewards may be given in books as well as verbally and will take into account any Growth Mindset Characteristics shown.

- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback and self assessment.

We use the following symbols on written work in KS 1:
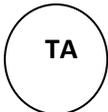
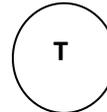☺ Achievement / Effort

(I) - Worked independently

√ Good point/work
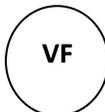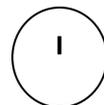
√ √ Outstanding point/work

(TA) **TA assisted work** - Worked with support

(T) **Teacher assisted**

Next step (feedback given on how to move learning on within the lesson or the following lesson)

(VF) – Verbal feedback given - with a Key Prompt (Using either a written comment or Verbal Feedback Stamp)

All written comments and symbols will be made using a **green pen**
Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start of the next lesson.

Marking and Feedback in Key Stage Two
- All work in books should have the learning objective displayed using a 'Can I' Statement
- Any written comments should be progressive, developmental and show how learning can be moved forward.
- Next steps should show where work can be improved or enriched through written or verbal feedback.
- Rewards may be given in books as well as verbally and will take into account any Growth Mindset Characteristics shown.
- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback and peer and self assessment.

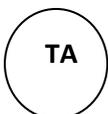**We use the following symbols on written work in KS2:**
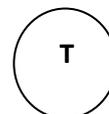
☺ Achievement / Effort

(I) - Worked independently
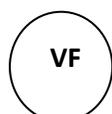
√ Good point/work

√ √ Outstanding point/work

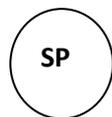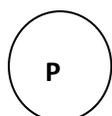(TA) **TA assisted work** - Worked with support
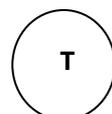
(T) **Teacher assisted**

Next step (feedback given on how to move learning on within the lesson or the following lesson)

(VF) –**Verbal feedback given** - with a Key Prompt (Using either a written comment or Verbal Feedback Stamp)

(GR) **Grammar Error**

(SP) **Spelling Error**

(P) **Punctuation Error**

(T) **Incorrect Tense**

(//) **New Paragraph**

(^) **Missing Words**

All written comments and symbols will be made using a **green pen**

Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start of the next lesson.

Appendix 2
Our Agreement on Marking Partnerships
When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.

- Tell our partner the good things we see in their work.

- Listen to our partners advice because we are trying to help each other do better in our work.

- Look for a way to help our partner achieve the learning objective with more success.

- Try to make our suggestions as clear as possible.

- Try to make our suggestions positive.

- Get our partners to talk about what they tried to achieve in their work.

- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Shared with Staff – February 2017
Approved by Academy Council – March 2017

Signed _____ (Headteacher)

Signed _____ (Chair of the Academy Council