



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Marking and Feedback

This is our school.

Together we worship; Together we learn; Together we belong

With the love of God, our dreams and ambitions come true



September 2023

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Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 12 months



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**'Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.'**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the SEND policy, SEND report and children's health needs policy.

SAFEGUARDING STATEMENT

"Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".





Marking and Feedback Policy

At Sacred Heart we believe that the marking and feedback of children's work is a fundamental part of raising standards and providing the best education for the pupils in the school. Feedback can be verbal, written, electronic or any other way of showing a child how to progress. Whatever form it takes, it acts as a signpost to help the child reach their goal. This policy seeks to identify the features of effective marking of recorded work and to ensure that marking acts to ensure that proper emphasis is given to the development of basic skills, knowledge and understanding in all subjects, whilst maintaining breadth and balance across the National curriculum.

The methods of marking work will be applied consistently throughout the school and this will be monitored during the sharing and study of all evidence of learning.

Feedback can take many forms and will be used appropriately and specifically to develop enquiry, enthusiasm and progression of all learners. Feedback will be different for mistakes as opposed to error through misunderstanding – this would require further re-visiting the teaching either through focus groups or whole class learning. It should help children to become reflective learners and to close the gap between current and desired performance.

Aims

At Sacred Heart we aim to ensure that feedback (including marking) is used to inspire and encourage children. Improvement feedback will identify where there are mistakes, misconceptions or room for improvement in a piece of work and allow for children to address an issue, develop or upgrade their work. In relating feedback to their own work and using it to develop, children will be using metacognitive processes and learn to self-regulate effectively. It will:

- Be timely
- Be personalised for the individual learner
- Be a two-way process involving the learner at all times and valuing their voice and feedback
- Raise attainment
- Reward effort and application as a means of enhancing children's motivation, increased self-esteem & promote learning
- Enhance & inform our future planning and target setting, through effective target setting for the next stage in children's learning
- Be linked to learning objectives/success criteria/targets
- Be consistently applied across the school

The marking criteria will be in ALL classrooms for children to refer to and children should understand the meaning of the marks/markings they receive.

Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.

Principles:

Feedback is essential for children to make progress. Where possible, feedback should be given directly to the child in order for them to make individual progress; following personalised targets. Teachers are to use feedback appropriately depending on the children's reading abilities, e.g. if younger pupils are struggling to read, detailed marking will not support their understanding.

Examples of good practice/modelling, verbal feedback and the use of symbols can help children to understand which areas specifically they need to improve.

The teacher's writing should always be neat and legible. Comments should focus on only one or two key areas for improvement at any one time. Feedback should link directly to the curriculum focus, i.e. in a piece of Science work marking should focus on Science skills and knowledge. However, the development of basic literacy and numeracy skills should remain a focus.

Marking and feedback should also be given by teaching assistants following the guidance in this policy. The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform future planning.

Guidance:

- Marking must be completed daily.
- Marking must be purposeful to aid progression – positive comments must be specific to the objective and highlight the specific skill/knowledge the child has demonstrated.
- Marking or verbal feedback will always refer back to the learning objective and expected outcomes which will be recorded or made explicit at the beginning of the piece of work. In all key stages the learning objective may be typed as a label to insert each day.
- Marking must be purposeful and relevant and ensure progression. This must be evident in the books.
- Time must be given to the children to respond to the feedback – whether verbal or marked through 'response time' built in to the school day. This should be done at the start of a lesson to look back at the previous lesson.
- Prior knowledge must be built in to all lessons to ensure children are recalling and using previous learning.
- Effective modelling will ensure that children are able to self-evaluate or peer-assess and this must be evident in all lessons.
- The teacher or support staff will feedback to the pupils either verbally, through written comments or with a symbol that will inform

them if they have achieved their learning objective, are working towards their learning objective or have not yet achieved the learning objective.

- Next steps marking to be used where appropriate.
- Children will be encouraged to 'self-assess' at the end of the lesson. They can indicate whether they feel like have understood the learning objective.

Green - fully understood and feel confident with the learning

Yellow – I am not fully confident that I understand the learning objective

Red – I did not understand the learning objective

- Formative comments will be written at the end of a piece of work.
- Any verbal feedback will be indicated by "VF" next to the WALT label – this will apply more often to EYFS and Year 1 as a lot of the feedback will be verbal and modelled to the pupils in order to ensure they know how to improve.
- All comments will be written clearly in the school handwriting style and should be easily understood by the child.
- Spellings will be corrected, when this is appropriate to the task, i.e. are words that the children have been learning as part of their phonics/spelling lessons or are words related to the topic/subject being taught. In a piece of written work spelling errors should be underlined and corrected based on the child's individual needs so as not to affect the self-esteem or motivation of the pupil. The child should then be given opportunity to practice the correct spelling. A maximum of 3 subject specific spellings should be indicated for correction within any one piece of work. Common exception words or pre year group SPAG must be underlined for spelling and circled for capital letters, full stops, etc.
- Spelling corrections will reflect the children's growing skill and knowledge from their phonics/spelling programme. Spelling corrections will be in line with growing common exception word knowledge
- Sentence punctuation is corrected at point of learning which is acted upon by children
- Punctuation errors should be highlighted for the children to correct. In KS1 punctuation errors can be corrected.
- Letter formations are corrected in line with school handwriting policy
- When marking maths work a tick may be used for correct answers and a dot for incorrect answers.

- All misconceptions must be addressed and spellings corrected for any mathematical vocabulary.
- Misconceptions must be addressed and evidence of this through verbal, live marking or post lesson marking.
- If the work is correct then challenge questions will be given. This must be done during the lesson to ensure children are progressing in their learning.
- If the work has deemed a single dot, then the pupil needs to be identified in the intervention response book and actioned to address misconceptions/given support.
- Pupils need to be given time to read and act upon any comments or corrections. The following codes should be used to indicate the level of support given with a piece of work. These should be written next to the WALT objective:

I
Independent

S
Scaffolded

G
Guided

When marking staff are to assess the WALT (We are learning to...) by acknowledging the level of achievement:



Achieved the WALT



Working towards achieving the WALT



Didn't achieve the WALT

- Staff will mark in **purple pen** and pupils will respond in **green**.
- Instant feedback can be corrected in **green pen** to show that the pupil has had teacher feedback during the lesson and has responded immediately.

- **Green pen** should only be used after Teacher/Teaching Assistant Feedback. Self-editing and redrafting is to be done in the pupil's usual pencil or pen.

Frequency of Marking

- Marking should take place soon after the work has been completed and handed back as soon as possible
- Marking can take place during the lesson – providing immediate feedback
- Long-term projects may be marked on completion – children need to be told this in advance




Challenges, questions and opportunities to extend the pupils learning is to be applied frequently and appropriately to marking. It should be purposeful, concise and appropriate to the level of understanding of the pupils.

Dojo points, stickers, class prizes or Headteacher weekly awards can be used to indicate effort or achievement.

This Marking & Feedback policy should promote high expectations for all pupils. Teachers should use assessment information gained from their marking and feedback to inform their subsequent planning, support plans, timely intervention and inform their assessments.

Marking and Feedback Keys

Self-Assess

-  Green for fully understood
-  Yellow – I don't feel confident with my understanding
-  Red – I did not understand the learning objective.

Response Feedback

- ✓ ✓ = Achieved the WALT
- ✓ = Working towards achieving the WALT
- = Didn't achieve the WALT

Level of support

- I = Independent
- S= Scaffold used
- G= Guided

Staff to mark in purple pen.

Pupils to respond in green.

Peer marking or self-editing is to be done in usual pencil or pen.