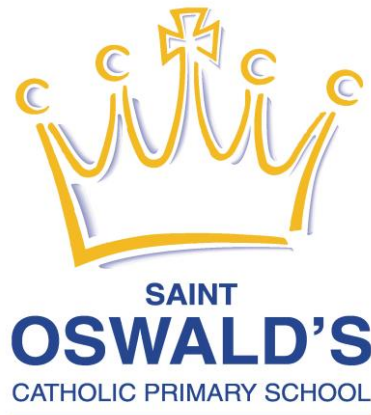


# St Oswald's Catholic Primary School



## Marking & Feedback Policy

### Mission Statement

### Love, Learn, Respect, Appreciate

**Love** - God at the centre of everything we do

**Learn** – We try our best to be the best that we can be.

**Respect & Appreciate** – *We respect and appreciate ourselves, each other, our school and the world around us.*

***Date: September 2024***  
***Review: September 2025***

## MISSION STATEMENT

*"At St. Oswald's we Love, Learn, Respect and Appreciate"*

Our aim is...

that all children should leave St. Oswald's with a love of learning, an understanding and appreciation of their faith and religion, and the world they live in and, above all, many happy memories.

### The aim of the policy

The aim of this policy is to clearly show how the teaching staff mark children's work and how they deliver appropriate feedback. All staff members must be familiar with the policy and are to apply it consistently in all subject areas.

### Statement of Belief

At St Oswald's we are committed to providing relevant and timely feedback to pupils, both orally and in writing; focusing on success and improvement needs against learning intentions.

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 aim to create a dialogue with the learner, through which feedback can be exchanged and questions asked, where the learner is actively involved in the process. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

### The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

### Marking and feedback should:

- Be accessible to all children and age appropriate.
- Be constructive and a positive experience.
- Offer praise and encouragement for achievement.
- Give clear steps/targets for improvement.
- Be marked promptly to enable the children to improve.
- Give the children the opportunity to respond to comments.
- Take account of individual learning needs.
- Relate to the learning objective.
- Be manageable for the teaching staff.
- Inform future planning.
- Be consistent throughout the school.

### Marking Style

- Marking should be done in a **green** coloured pen to the children. Teaching staff do not mark in black or red.
- The language used in written feedback must be differentiated and age appropriate.
- Comments are to be written in accordance with the Handwriting Policy.
- Achievements are acknowledged through use of stickers and stamps.
- Any work completed with support (adult or resource) must be indicated with an 'S' for supported work.
- In EYFS / children with SEND - 'I' will be used to identify work completely independently by the children.

### Types of marking and feedback

#### **Verbal Feedback**

It is important for all children to have verbal feedback from the adult who is working with them. This dialogue can be used to outline achievements, explain misconceptions and to extend the child's learning by setting targets.

- Note in the margin of the child's work if verbal feedback is given. One word may be used to explain the content of the feedback e.g. tenses /capitals/commas.

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#### **Summative feedback/marking**

This type of marking is usually during closed tasks where the answer is either correct or incorrect. For these tasks use:

- ✓ a tick when an answer is correct
- a dot when an answer is incorrect.

The children (KS2) can also mark these types of tasks for any **peer marking/assessment** and must be taught to mark using this code.

#### **Formative feedback/marking**

This type of marking allows the teacher to monitor the progress of a child and to provide written feedback. However, not all pieces of work can be quality marked. Teachers need to decide whether work will be acknowledged with a tick, brief comment and/or sticker or given detailed attention. Acknowledgement should always relate to the learning objective of the lesson e.g. 'Learning objective achieved'.

*A tick by the title to show that an objective has been achieved.*

#### **Quality Marking**

The aim of quality marking is to provide the child with praise for the achievements and next steps to take their learning forward or to help them improve. In each subject, a third of all work should be quality marked. These pieces of work should be marked according to the learning objectives given in the lessons.

To ensure work is quality marked teachers need to:

- Consider the entire piece of work.
- Look for examples of where the child has met the learning objective.
- Give a clear comment related to the learning objective.
- Correct the spelling of key words (age and level appropriate) and technical vocabulary related to the subject and lesson. (3x - KS1 and 5x - KS2 maximum.)
- Use symbols for marking, to correct punctuation and grammar (see appendix).
- Provide next steps for making improvements.
- Give a comment/question, which will extend the thinking of the child when possible.

### **Targets and next steps**

- Next steps - During summative and formative marking, next steps can be given to enable the children to make further progress in the next lesson.

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- is to be used and then a clear indication of the next step can be given.

-Interventions should be put in place for a child if next steps are repeated up to three times.

### **Marking and Feedback in the Early Years Foundation Stage**

In the EYFS the marking of work is only a small part of the feedback role of the staff. With the practical nature of learning in the EYFS, the majority of feedback is given orally, where through carefully planned questioning children are given next steps (targets) to move their learning forward.

The purpose of our feedback is to aid learning, acknowledge successes, promote pride in personal achievements, motivate pupils and promote a positive attitude to learning. Feedback also promotes professional dialogues between EYFS Staff. These all work together to improve/impact standards of teaching and learning, as misconceptions can be quickly spotted and addressed.

Within the EYFS there are numerous opportunities for effective marking and feedback:

- Literacy books: Annotations and written comments on pieces of work (both adult directed and child initiated) are done in purple pen. Teachers will annotate if work is Independent (I) or Supported (S) and a note is made of how the child has been supported. A tick (✓) is placed on the Learning Objective (LO) when a child has achieved it. Teacher marking will be in green pen.
- Observations- Written/Photographic/Video. Observations are recorded on 2 Simple Evidence Me. They identify the area of learning met, what the child was doing or has said, sometimes a brief next step and the date.
- Constructive comments during and after practical activities are indicated by the comments on children's work/observations.
- Verbal Praise & Stickers.

- Child Consultations- As the children settle into school-life they are encouraged to give feedback - Children talk about their likes and dislikes with the EYFS Staff/Peers and complete an evaluation form at the end of each term.
- Parents Feedback- As Parents have a unique knowledge of their child's development they are encouraged to give feedback about their child's play and work - Initial Consultations prior to starting school, Parents Consultation meetings in Autumn Term 1, Spring and Summer. Parents are encouraged to give feedback on observations that have been shared on Evidence Me and are given the opportunity to share WOW moments throughout the year.

### **Marking and feedback given by other members of staff**

If a Teaching Assistant or Class help, work with a child and are involved in enabling them to progress in a lesson/task, it should be indicated that they have been supported. The teacher will engage in feedback with the adult to discuss the learning that has taken place.

 - is to be used in the margin to indicate support has been given.

### **Child responses to marking and feedback.**

#### **Self-Marking and evaluation**

- Response Time - time given to the children to read, consider and respond to the written feedback the teacher has given. This must happen at least twice a week. In this time, the children can liaise with the teacher if they need further help or are having difficulties. Children respond to teacher's marking in **purple pen**.
- Self-evaluate - the children can evaluate their own progress in a lesson in the top left-hand corner of the page. They draw a face with a smile/straight line/sad face to indicate how they feel the lesson went for them.

*The children need to be made aware of this system of marking these assessments.*

### **Monitoring and evaluating this policy.**

- This policy will be monitored through further consultation with staff, during staff meetings planned in the next academic year.
- Work from each subject will be monitored once a term by the SLT and/or subject teams. Moderation forms will be filled in and verbal feedback given to individual members of staff. General feedback will be given during staff meetings and any issues discussed.
- Action Plans for each subject (written by subject teams) will have a monitoring target with a focus on marking, feedback and assessment.

## Marking Policy Overview 2024

- **Green pen** for teachers to correct work.
- **Purple pen** for children to respond to marking next steps.
- **Margin** drawn where there is none with a ruler.
- **Date** written and underlined (long date for all subjects except maths which is 6 digit and dotted, e.g. 05.09.2 – not in squares) on the top line starting from the left, leave two lines and then title.
- **'LO: To use a ...', 'To describe ...'** type title for all pieces of work.
- **Correct spellings and grammar errors** on the children's work, using the policy symbols.
- **Teachers model handwriting.** - Ensure handwriting is clear and legible for the children (joined where age appropriate).
- **Teachers underline up to three spellings to correct (HFWs or main topic of work related).** Spelling to be written out three times correctly by the child and then ticked by the teacher.
- **H-Handwriting & P-Presentation,** to be indicated on each piece of work, Year 2-Year 6 - Letters R/Y/G in a circle.
- **Write 'supply'** at the top of a piece of work if set and marked by a supply teacher.
- **Work is indicated in the top left-hand corner** if supported.
- **One/two ticks** to indicate something liked or done well throughout a piece of work.
- **A tick next to the title (KS1) or a tick (KS2) on the skill/knowledge words in the title,** by the teacher, to indicate that an objective has been achieved
- ✓✓ if the objective skill/knowledge word has been exceeded.
- ✓ if the objective skill/knowledge word has been achieved.
- ○ The skills word if it is almost/not achieved.
- **Circle around the skill/knowledge word** if it is not achieved at all.

**Symbols used:**

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**Next Steps**

H

**Handwriting (Letter for colour Red - R/Yellow - Y/Green -G)**

P

**Presentation (Letter for colour Red - R/Yellow -Y/Green -G)**

?

**Punctuation is missing (E.g. Capital letter/full stop etc.)**

**This does not make sense/further explanation needed**

VF

**Verbal Feedback given to the child**

SP

**Spelling mistake**

✓✓

**Work that is really liked or done well (Double tick)**

I

**Work completed independently by children, particularly in EYFS.**

S

**Supported work**

**Marking Symbols for Children – what they mean:**

NS

Next Steps (I need to try to... / I need to respond to my teacher in purple pen)

H

Handwriting (Letters: R- Red/Y - Yellow/G - Green)

P

Presentation (Letters: R- Red/Y - Yellow/G - Green)

Punctuation is missing (E.g. Capital letter/full stop etc.)

?

This does not make sense / I need to explain what this means

VF

Verbal Feedback (I have spoken with my teacher about my work)

SP

Spelling mistake (Correct this spelling three times carefully on the opposite page)

vv

Work that is really liked or done well (Double tick – My teacher liked this)

Gp

Group work (I worked in a group)

S

Someone helped/supported me with this work

I

I did my work by myself

✓

A tick on the skill/knowledge words to show I have achieved my objective.

✓✓

Two ticks if the objective skill/knowledge word has been exceeded.



Circle around the skill/knowledge word if it is not achieved at all.