



# Marking and Feedback Policy

July 2022

## Mission Statement

We show our love for Jesus in all we do and say.  
We celebrate everyone's gifts and talents  
As we enjoy learning and playing together.  
We try to follow the example of St. Patrick within our  
School Community.

## The Purpose of Feedback

Feedback lies at the heart of the teaching and learning process. It provides the framework through which the children's progress can be recorded, monitored and next steps planned. It communicates to the child that their work has been seen, read and valued.

There are two main reasons for giving feedback:

- To motivate the child
- We can see an opportunity to move learning on by:
  - o Addressing a misunderstanding
  - o Reinforcing a skill or key piece of information
  - o Extending a child's understanding or ability to do something

## Types of feedback:

Type	What it looks like
<b>Immediate</b>	<ul style="list-style-type: none"><li>• Takes place during a lesson with individuals, groups or the whole class.</li><li>• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.</li><li>• Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.</li><li>• Praises effort and contributions.</li></ul>
<b>Responsive (catch-up)</b>	<ul style="list-style-type: none"><li>• Takes place after the lesson or activity with individuals or groups.</li><li>• Addresses knowledge from the lesson or activity or missing prior knowledge.</li><li>• Often given verbally with time to rehearse knowledge immediately.</li><li>• Usually delivered by a teaching assistant based on guidance from the teacher.</li><li>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</li></ul>
<b>Summary (feed-forward)</b>	<ul style="list-style-type: none"><li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li><li>• Identifies key strengths and misconceptions for the class, groups or individuals.</li><li>• Takes place during the following lesson.</li><li>• Addresses overarching strengths and misconceptions as well as specific misconceptions for the groups.</li><li>• Allocates time for editing based on feedback given or rehearsal of knowledge.</li><li>• May involve some peer support or support from a teaching assistant.</li><li>• May be delivered by the teacher or a teaching assistant.</li></ul>

## Feedback should be seen as a positive approach to support children and improve their learning - they should:

1. be manageable for the teaching team and accessible to the children
2. relate to the learning question and success criteria
3. relate to both individual and class targets
4. allow time for children to read, reflect and respond to marking where appropriate
5. inform future planning
6. use consistent marking codes within key stages

### Quality Marking and Feedback

#### Verbal Feedback:

Our spoken response to children's work is a powerful form of feedback and marking; it helps us to focus on the ways in which children learn. We need to feed back to them evaluative comments on the extent to which they are achieving the objectives we set them and how well they are tackling problems and tasks.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled/stamped and commented on where appropriate by them.

#### Subject specific marking and expectations:

*A green highlighter is used to indicate that a learning objective has been achieved. An orange highlighter is used to indicate misconceptions.*

#### RE:

- Junior children should be highlighting key vocabulary
- Green highlighting made against success criteria of lesson by the teacher
- Orange highlighting is used to indicate misconceptions
- Reveal Lesson – comment made by teacher
- Marking symbols are made in the margin using an orange pen

#### English

##### Writing:

- Highlighting learning against marking ladders – marking ladders correspond with the written task set – evidenced within the writing
- Marking symbols are made in the margin using an orange pen
- Junior children to highlight National Curriculum words in their work
- Year 6 work is marked against national expected standards
- Appropriate comments as required for Year 6
- **For all year groups** – if there are errors made (e.g. paragraph written in wrong tense) , teachers will find an opportunity to give verbal feedback and make a brief note of the conversation in the child's book – in orange pen

#### Maths:

- Maths no problem books are self/peer marked – teachers will review learning and highlight contents page using orange and green highlighters to show children’s understanding
- Within lessons – adults to highlight contents page after checking children’s understanding – any misconceptions should be addressed during lessons – verbal feedback where necessary will be noted in the books
- Appropriate challenges, (several levels) are set up for children to complete in their challenge book – all children will have an opportunity to show/draw/prove/explain – challenge books will be marked by an adult

### **Foundation subjects:**

- Junior children should be highlighting key vocabulary
- Green highlighting made against success criteria of lesson by the teacher – highlighting examples of learning within work
- Orange highlighting is used to indicate misconceptions

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

In the Foundation Stage, marking and feedback strategies include:

- verbal praise
- stickers and stamps
- annotation of work and photographs by staff
- oral dialogue with children about their play, work and special books

### **PE**

Teachers assess children’s work in PE by making assessments as they observe them working during lessons. Teachers refer to PE Passport for learning objectives, aims and assessment. They also have the ability to upload photographic and video evidence to each lesson and make comments if where they see necessary.

## **MONITORING AND REVIEW**

Marking, its methods and its format need to be constantly under review to be able to achieve a consistency of formative, summative and diagnostic assessment.

Marking across the year groups and across the school needs to be monitored through “book looks” carried out by the Senior Leadership Team and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

### Symbols for marking

<b>symbol</b>	<b>meaning</b>
WS	Support has been given by teacher or Teaching assistant
1:1	One to One support given
VF	Verbal feedback given
I	Independent work
SP	Spelling error – check and learn
GR	Grammar
P	Punctuation
CL	Missing capital letter
T	Wrong tense
Squiggly line ~~~	Something doesn't make sense. You need to read your work carefully and check for mistakes.