



ST. JOSEPH'S
CATHOLIC PRIMARY AND NURSERY SCHOOL
'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Mission Statement

St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the gospel inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

Aims and expectations

The purpose of marking and feedback is to:

- show children that we value their work, motivate and encourage them to do the same and celebrate their achievements;
- let pupils know the extent to which they have met the learning objective and success criteria;
- evidence clearly how far children have come in their learning journey and clarify what their next steps are;
- promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;
- promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
- provide a basis both for summative and formative assessment;
- provide on-going assessment, which informs future lesson-planning; and
- demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Equal Opportunities

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class or gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.

Assessment for Learning Providing the Next Step for the Pupil

Teachers use the information that is gathered from marking to build a picture of a pupil's progress and achievement. It forms the basis of future planning to ensure a balanced delivery of the National Curriculum, Primary Framework and Early Learning Goals. This is communicated to pupils predominately using verbal feedback or by writing a 'next step' target for pupils at the end of their piece of work denoted by a 'steps' symbol and targets linked to the success criteria.

Positive Corrections

Dots or lines next to or underneath words are to be used to denote corrections that focus on specific objectives and success criteria, in contrast to correcting everything. Work should not be heavily marked negatively where possible.

Staff Roles

All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff adhere to this policy.

General Strategies

Feedback is always best done with the child present. This is particularly so in EYFS and KS1. If this is not possible, then marking should take place as soon as possible after the child completes their work. Children are encouraged to read and understand the teacher's comments and look for follow up corrections. Time should be given for children to complete any corrections at the start of the next session. Marking comments may indicate when a target or learning objective has been achieved.

Guidelines

- Oral feedback in lessons should focus firstly on misconceptions/points relating to the objective and then other issues as they arise.
- Marking should be related to clear learning objectives which are understood by the child.
- Marking should provide clear feedback, relating to the success criteria.

- Marking should be legible and clear in meaning.
- Children’s achievements need to be celebrated in order to motivate and encourage.
- Comments need to identify the next steps in the child’s learning.
- Time needs to be built into lessons in order for children to read marking and respond to it.
- Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
- All comments and next steps written by the teacher are made using a green pen.

Types of Marking:

Marking to be carried out with green pen.

Focused marking - linked specifically to the Learning Objective of the lesson and Success Criteria are highlighted as follows:

A Next Step should be indicated where applicable and should be clearly visible.

When focused marking is used to give Next Steps the teacher may use different types of prompts depending on the task involved and the ability of the child – examples of these are –

- **A reminder** - Look at last lesson for the correct spelling
- **A challenge** - ‘can you think of a better word than ‘bad’?’
- **A scaffold prompt** - ‘what kind of monster was he? Change bad for a word that makes him sound more scary’.
- **Example prompts** - ‘Try one of these words or your own instead of ‘bad’ – ferocious, terrifying, evil’

Positive comments	Next steps
I love the way...	Next you need to...
I like the way that you...	Next time...
You have shown me ...	Your next step is...

I think you.....	Remember to/that....
I like how.....	Can you.....?
	Your target is.....
	Perhaps you could.....
	To improve you could..

Verbal Feedback – a discussion about the learning with the child. It is immediate and personal. The adult or the pupil will record a response to this.

Discretionary Marking - comments/observations can refer to other issues if the teacher judges this to be appropriate (e.g. if a pupil has an ongoing target to spell a certain high frequency word correctly). Spelling, punctuation and grammar errors should be addressed in marking. Words that relate to the topic should be corrected if incorrectly spelled, as should high frequency words or common errors particular to the child. The amount of spellings corrected in any one piece should not exceed 5 (KS1) and 8 (KS2).

Responding to Marking:

At the beginning of every lesson, pupils need to be given an opportunity to read and respond to comments. Children should respond to feedback using a purple pen.

How do children evaluate their own learning?

When appropriate, children will self or peer assess the work against the success criteria.

Marking Codes:

Reception

In Reception, the majority of feedback will be given verbally. There should be a strong emphasis on developing correct letter and number formation, appropriate key words and phonetic spelling. There may be some initial use of the 'Marking and Feedback Grid' to offer feedback to small groups of pupils, where pupils are reaching a level of independence within learning.

Key Stage 1

In Key Stage 1, most pupils should develop a greater level of independence within learning. Whenever possible verbal feedback should be prioritised during lesson time or shortly after in line with the school's pedagogical toolkit (e.g. helicoptering). By the end of Key Stage 1 most

pupils should be able to respond to marking codes. Pupils should begin to respond to feedback delivered to the whole class.





Key Stage 2








In Key Stage 2, pupils should have a greater level of independence within learning. Whenever possible verbal feedback should be prioritised during lesson time or shortly after in line with the school's pedagogical toolkit (e.g. helicoptering). Pupils should be able to respond to marking codes without the support of an adult. The 'Marking and Feedback Grid' should be used to give whole class and group feedback with pupils responding to feedback as appropriate within their books/on white boards. Detailed written marking may be used by the teacher where appropriate, such as responding to extended writing in English, History/Geography or extended tasks in maths/science. Detailed written marking should focus on the positive achievements within the piece of work and next steps to aid future learning. They should be specific and link to the subject and learning objective of the lesson.

Writing Assessment Grid

The Writing Assessment Grids contain the statements for Working At the expected level for the year group. The grid should be used to support assessments against the statements by adding the date in which the child has evidenced that particular statement in their piece of work. The grids should be used by teachers to support teacher assessment for moderation purposes of independent pieces of writing.

Marking and Feedback Grid

	Learning objective/ Success Criteria achieved
	Finger spaces
	Full stop
	Spelling correction required (written next to/above word)

	Capital and lower case letters.
	With Support
	New paragraph
	Missing word
	Independent work
	Verbal feedback given
	Next steps

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