St. John the Baptist R.C. Primary School

Marking and Feedback Policy

OUR MISSION STATEMENT

'Love One Another'

St John the Baptist RC Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect. Our Catholic faith touches every part of our school life, and we try to be a community which has Jesus at the heart of all we do.

Approved by:	**Full Governing Body**	**Date:**	December 2022
Last reviewed on:		17th November 2022	
Next review due by:		November 2023	

1. Aims and Objectives

At St. John the Baptist School we value the importance of marking and giving pupils valuable feedback, the purpose of marking and feedback is to help our children to make progress and achieve.

The purpose of this marking and feedback policy is to share our principles applied to marking and feedback and to ensure a consistent approach is shared by all staff across the school.

2. Our Principles of Marking

At St John the Baptist School we believe that marking and feedback should be focussed on the learning objective and success criteria of the lesson. It should be:

- Meaningful: marking should vary by age group, subject and what works best for the pupil and teacher. Marking should be understood by the children.
- Manageable: marking practice should be proportionate. Not all pieces of work require in-depth marking.
- Motivating: marking should help to motivate pupils to progress.

3. Types of Marking

All marking and feedback should concentrate on the positives and will contribute to motivating pupils to improve the quality of their work. If a piece of work contains numerous errors, staff should only select a few examples for correction rather than demotivate the child by marking all the work as incorrect.

In-depth Marking

This should enable the children to improve their work, it may require a next step action for the child to carry out. It may be diagnostic and be used for assessment judgements.

Light touch marking

This may include a single tick, sticker or a positive comment at the end of the work. It ensures that the children know that the teacher has seen their work and makes it more purposeful for them.

Oral Feedback

This is often more valuable than any written comment and allows teachers to communicate fully at the child's level of understanding (age appropriate) and discuss the child's work progress, achievement and next steps. There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work. Following through with feedback is essential to developing good habits in children.

Peer Marking

Peer marking is a quick and useful method to use to provide instant feedback within the lesson that allows children to know if their answer is correct or incorrect. This is usually done in purple pen by other students. Not all types of work lend itself to this type of marking but where appropriate it is a useful tool. Paired response/Peer marking enables children to discuss their findings, thoughts, ideas, or answers together and will be done under the direction of the teacher. The teacher delivering the lesson will usually review this marking and indicate that they have seen it.

Distance marking

When it is not possible to talk with the child about their work, teachers provide prompt, quality written comments that give a clear indication of what the child has achieved and how further improvements can be made. Teachers should make sure that children can read and understand comments made. Younger children, or children who may have reading difficulties, may need comments reading to them so they still benefit from the praise and advice that written marking provides.

4. What feedback looks like in EYFS (Early Years Foundation Stage)

Verbal feedback is the most appropriate for Foundation Stage children. Any written feedback on a child's work should be shared with the child and as much as possible marked in front of them.
On-going assessment outcomes are kept in each child's learning journals and children should be given opportunities to look at them with adults and celebrate achievements and progress.

5. Timing

- Marking is usually completed before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Where appropriate staff will mark some aspects of work and use checking in techniques to support progress.
- Where it is possible and appropriate, teachers will provide instant verbal feedback during the lesson. This builds self-esteem and is highly motivating. However, this is not always possible in every lesson and is left to teacher's planning and discretion how they intend to respond to pupil's work.

6. Who will mark the work?

Marking may be completed by pupils, Teaching Assistants, Student Teachers, Student TAs, Supply teachers and Class Teachers. Pupils will use purple pen and Staff will use green pen.
It is the responsibility of the class teacher delivering the lesson to keep up to date with marking to value and acknowledge the pupil's effort and achievements.

Some pieces of work are used for termly assessments. **These assessment pieces should be marked by the class teachers only** and often require in-depth and diagnostic focus so to inform summative assessment judgements and inform next step planning.

7. Will all work be marked?

There is some work where marking would not be appropriate such as:

- Some jotter work,
- Pupil prayers
- Shared work such as ELS workbooks
- Mental health and wellbeing notebooks
- It is also not appropriate to mark end pieces of writing where support has been given with scaffolding and editing.

8. Subject Specific Marking

Marking should be relevant to the subject area and the objectives / focus of the lesson. It is not appropriate to do in-depth marking across the curriculum to the same standard that English writing pieces would be marked.

Writing (in English lessons)

In the marking of scaffolded writing, teachers should focus on one thing. By the time that the children complete their end piece of writing this would only require a light touch mark. Next steps at this stage in the writing process would not always be appropriate.

Spelling

This should be year group specific.

- If words or phonemes have been a class teaching focus and are spelt incorrectly then these should be corrected.
- Teachers may develop a list of non-negotiable words that must be spelt correctly.
- Topic specific vocabulary should be corrected.
- In KS2 (Key Stage 2) teachers should limit the total amount of words within a piece of writing to be corrected to no more than 3, so as not to overwhelm pupils.
- Pupils should be asked to write each of these three mis-spelled words three times as a reminder to them.

Maths

Marking in maths should be:

- Daily, children should be encouraged to self-assess against the learning objective and success criteria. Children should know what they need to do to improve.
- Marking should be both diagnostic and summative.
- Marking should provide suggestions on how to correct misconceptions and empower children in self-assessment.
- Mental mathematics tests can be both self/peer marked.
- Presentation including spelling should be commented on if it is impacting on their maths.

9. Responding to Marking

- Teachers may decide that some work needs to be revisited by pupils and they should plan time into the day to allow the children to respond to marking or answer any questions the teacher may have asked.
- Corrections will be completed by the children using purple pen.
- During this 'response' time, teachers also could discuss work with individuals, explain objectives and give support, where needed.
- Mini plenaries are useful to help to address misconceptions during a lesson. Wider misunderstandings can be addressed in future lessons

10. Review and Monitoring

Moderation of books will be undertaken by the SLT and Subject Leaders to ensure that regular marking is taking place and that this policy is being adhered to. Children will be asked for their feedback on marking as part of regular pupil conferencing.

11. Responsibilities

It is the responsibility of the SLT:

- To monitor the consistent use of this policy across the school
- To ensure the policy is reviewed at least annually
- Share developments with the Governing Boby

It is the responsibility of all classroom teachers:

- to ensure that classwork is marked according to the feedback policy
- to explain the marking system to their pupils
- to ensure that assessment information informs further curriculum planning
- to be aware of children's individual needs and modify their comments appropriately
- to model clear instructions and handwriting when giving written feedback in books.

12. The school has developed marking codes which are used by all members of staff.

Codes	Your teacher is telling you that……..
*	this part of your work is good
→	you can improve your work if you……
^	there is a word missing (if your teacher has not added the missing word for you then you should add it using purple pen)
//	this should be the start of a new paragraph
mistake	You have spelt this word incorrectly
mistake x3	Your teacher wants you to practice spelling this word correctly three times
LO Met	you have achieved the learning objective
2HP	you have earned 2 House Points
( )	This part of your writing doesn't make sense, you may need to redraft this section in purple pen
punctuation	Missing capital letters will be inserted Missing punctuation will be added