

St Elizabeth Catholic Primary School

Marking and Feedback Policy



The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	October 2021
Review Date	October 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Mission Statement
Inspiring and achieving lifelong learning in a welcoming Catholic community.

Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – Relationships, Resilience, Responsibility and Respect, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth's, the school recognises and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Data Protection

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Rationale

St Elizabeth considers that all children's work is valuable and should be treated with respect. It is important to provide constructive feedback to children and parents focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

Aim

Effective Marking and feedback should:

- ✓ Give recognition and praise for achievement.
- ✓ Show the children that their work is valued and purposeful.
- ✓ Allow specific time for children to read, reflect and respond to marking:
- ✓ Provide a record of progress.
- ✓ Inform future planning.
- ✓ Use consistent codes across the school.
- ✓ Be manageable for teachers and accessible to children.
- ✓ Involve all adults working with the children in the classroom.

Guidelines

- ✓ 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 in to 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.
- ✓ Teachers need to follow the agreed approach in each subject and use strategies for their particular year group as set out in appendix.

Types of Marking:

Focused marking - linked specifically to the Learning Intention of the lesson and Success Criteria is ticked. 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 **blue pen /pencil**.

How do children evaluate their own learning?

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

Appendix to marking

Year Group	Subjects				
Foundation Stage	All EYFS staff should provide feedback according to the following principles: <ul style="list-style-type: none"> • Be positive and constructive. Rewards should be given readily to praise and motivate. • Be clear concise and explicit • Ensure children's understanding of feedback given - through questioning and follow up activities • Provide children with a next step to move learning forward • Verbal feedback should take precedence • Be related to ability and attainment • Related to learning intentions taken from weekly planning and planning for continuous provision • When possible, written feedback should take place in the presence of the pupils • Marking and feedback should be used to inform future planning for personalised learning 				
Key Stage 1 Years 1 & 2	English	Maths	Science	RE	Other Subjects
	<ul style="list-style-type: none"> • Tick next to success criteria • Correct at least 3 spelling words – HFW or topic related words • Comments to be written in cursive • Once a week a longer piece of writing will be marked using the following strategies: <ul style="list-style-type: none"> - Written feedback to be provided to identify next steps. • Attention will be drawn to incorrect formation of letters by circling and pupils will be encouraged to practise. • Observation/next step when applicable. • <u>All</u> misconceptions need to be addressed in every piece of work. • Marking codes used to identify adult support 	<ul style="list-style-type: none"> • Tick next to success criteria • Tick the correct answers • Incorrect work will be identified/circled and pupils will be given the opportunity to respond. • Number reversals will be corrected. • A challenge question where applicable. • An observation written where applicable. • Quick response marking will be used to inform planning and immediate intervention opportunities. • Marking codes used to identify adult support 	<ul style="list-style-type: none"> • Tick next to success criteria • Learning Intentions are linked to N.C • Scientific language is used always • Children reflect on previous science learned and respond to teachers marking • Ipad Apps are used especially when evidence of work done does not appear in books and can be used for: <ol style="list-style-type: none"> 1. Pupil conferencing 2. Pictures of work done 3. Short (5-10sec) videos etc... • Evidence of diagrams and data and their interpretation where appropriate 	<ul style="list-style-type: none"> • Tick next to success criteria • All recorded outcomes will be marked. • Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LI. • Pupil's attitude and response to the topic might also be commented on. 	To be marked in line with literacy: <ul style="list-style-type: none"> • Tick next to success criteria • Focus on the learning Intention and the skill. • Correct spelling of up to 3 High Frequency or Topic related words.
Key Stage 2 Years 3-6	English	Maths	Science	RE	Other Subjects
	<ul style="list-style-type: none"> • Tick next to success criteria • Correct no more than five spellings – HFW or topic related words • Comments to be written in 	<ul style="list-style-type: none"> • Tick next to success criteria • Tick the correct answers • Incorrect work will be identified/circled and pupils will be given the opportunity 	<ul style="list-style-type: none"> • Tick next to success criteria • Learning Intentions are linked to N.C • Scientific language is used always 	<ul style="list-style-type: none"> • Tick next to success criteria • All recorded outcomes will be marked. 	To be marked in line with literacy: <ul style="list-style-type: none"> • Tick next to success criteria • Focus on the learning

	<p>cursive</p> <ul style="list-style-type: none"> Approximately every third piece of work should be marked with a 'closing the gap' opportunity. This expectation should not, however, be followed in a systematic manner - teachers must use their professional judgement to identify which pieces of work would offer most benefit to the pupil if marked in this way. Attention will be drawn to incorrect formation of letters by circling and pupils will be encouraged to practise. Observation/next step when applicable. <u>All</u> misconceptions need to be addressed in every piece of work. <p><u>Any final write</u></p> <ul style="list-style-type: none"> Tick next to success criteria Correct no more than eight spellings Comments to be written in cursive Tick the correct answers Circle the wrong answers in maths. 	<p>to respond.</p> <ul style="list-style-type: none"> Number reversals will be corrected. A challenge question where applicable. An observation written where applicable. Quick response marking will be used to inform planning and immediate intervention opportunities. Marking codes used to identify adult support 	<ul style="list-style-type: none"> Children reflect on previous science learned and respond to teachers marking Ipad Apps are used especially when evidence of work done does not appear in books and can be used for: <ol style="list-style-type: none"> Pupil conferencing Pictures of work done Short (5-10sec) videos etc... Evidence of diagrams and data and their interpretation where appropriate 	<ul style="list-style-type: none"> Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LI. Pupil's attitude and response to the topic might also be commented on. 	<p>Intention and the skill.</p> <ul style="list-style-type: none"> Correct spelling of up to 3 High Frequency or Topic related words.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

Marking and Feedback symbols KS2



Correct



Incorrect



Capital letter



Spelling mistake



Missing word



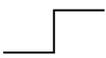
Incorrect tense



New paragraph



Does not make sense



Next step



Verbal feedback given

GW

Group Work

PW

Paired Work

I

Independent work

CT

Class Teacher work

TA

TA assisted work

MAP

Mixed Ability Pairs

MAG

Mixed Ability Group

P

Peer marked

S

Self-marked

R

Resources

Marking and Feedback symbols KS1



Correct



Incorrect



Capital letter



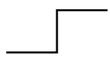
Missing Punctuation



Missing word



Does not make sense



Next step



Verbal feedback given



Independent work



Class Teacher work



Supported work



Resources

WORKBOOK SCRUTINY

Class:		Subjects/Books:		
Date:		Monitored by:		
	Yes	No	Comments	
Work marked regularly?				
General presentation?				
Teacher's writing is neat and legible				
Is the marking linked to the LI?				
Success comments written? (Stars)				
Improvement comments written? (Wish) Next step/wish used for target?				
Evidence of teachers using Marking codes?				
Evidence of pupil response to teacher comments? (Blue pen)			KS1 responses may be brief	
Verbal feedback stamp has a comment written underneath.				
Evidence of peer /self-assessment by pupils?				
Evidence of assessment by teacher? L ● ▲ ■				
Is the level of work appropriate?				
Evidence of differentiation in books?				
Evidence of challenge within books?				
Evidence of high expectations in books?				
Evidence of progression in work?				
Evidence of progression in planning? Is there evidence of the unit of work?				
Evidence of extended independent learning				
Grade Descriptors				
Outstanding	Good	Requires Improvement	Inadequate	
Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest and attainment.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.	
Additional Comments:				

WORK SCRUTINY

Focus:		
Subject:	Term:	Wk:
Areas of Strength		
Areas for development		
Targets/Notes:		
Next focus:	Number of books marked:	
	Compliance /3	Quality /3
Teacher:	SLT/MLT:	

Date:	Date:
Subject:	Subject:
Learning Intention:	Learning Intention:
Misconceptions:	Misconceptions:
More Able:	More Able:
Other: Incomplete/presentation/Basics/GPS/WOW	Other: Incomplete/presentation/Basics/GPS/WOW
Actions	Actions

A misconceptions box -- for initials of those who completely forgot what they were doing or who got adverbs and adjectives mixed up and as such gave a lot of detail about a tall, skinny, loud, silly man... but nothing on how he tiptoed carefully through the forest.

A box for More Able, which isn't necessarily your Greater Depth-select children as this can change depending on subject and topic within a subject. (Those that need a challenge provided)

A box for other, e.g. Not enough work, missed 2 pages no use of full stops

A box for actions 'next step... please try and do x, y and z next time Lucy', you can now stop doing this repeatedly. Write it in the box instead and ensure that this is passed on verbally. In one big general feedback at the start of the next lesson or even during the lesson if you're live-marking is crucial to making this work.

Review

This policy will be reviewed at least every 3 years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

<p>Recommended by Teaching & Learning Committee:</p> <p>Date of FGB Ratification:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
<p>Review date:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
<p>Review date:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>