



# **ST MARY'S CATHOLIC PRIMARY SCHOOL**

## **Marking and Feedback Policy**

*At St. Mary's we live and learn, sharing God's love*

*A copy of this policy can be obtained on request from the school office*

# **St. Mary's Catholic Primary School**

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This policy complements the Teaching and Learning policy at St Mary's Catholic Primary School. It is a vital component in maximising the full learning potential of all our pupils.

## **THE AIM OF FEEDBACK AND MARKING IS TO LEAD TO IMPROVEMENT IN PUPILS' UNDERSTANDING AND WORK.**

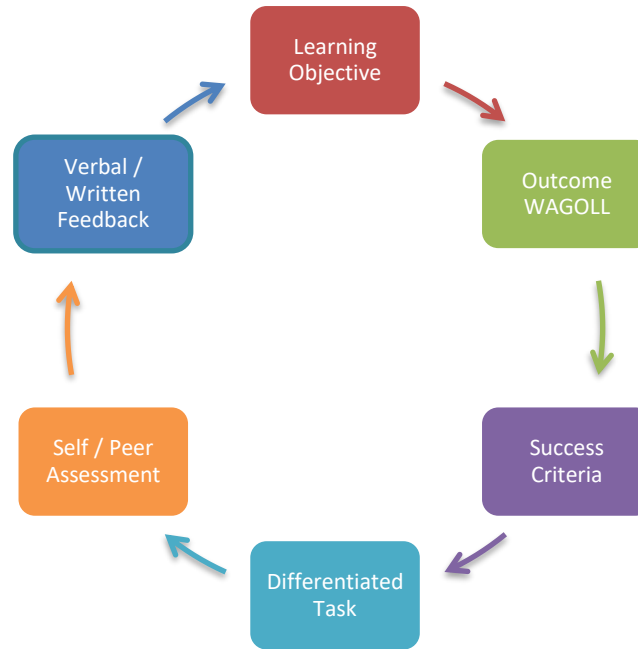
### **PRINCIPLES**

- Wherever possible, pupils should be involved in feedback and marking via dialogue between pupils and adults as tasks are being completed.
- All adults working with pupils should give feedback on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
- Feedback may be written and/or oral.
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given.
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge.
- Feedback and marking will promote high expectations and engagement in learning.

### **FEEDBACK AND MARKING IN THE ASSESSMENT FOR LEARNING CYCLE**

To maximise the impact of feedback and marking, it must be embedded in effective assessment for learning:

- Pupils and adults must be clear about the learning taking place and the expected outcomes.
- Skilful questioning must be used to explore and challenge pupils' understanding.
- Misconceptions must be identified and addressed.
- Mini plenaries (when appropriate) must be used to provide opportunities for further challenge, allowing pupils to make improvements.
- Feedback and marking given will inform planning for learning.
- Effective self and peer assessment will allow pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B)



## MARKING STRATEGIES

### Approaches:

- **Live marking** – this is the most effective approach and can take the form of oral or written. This is to be given during the lesson in the presence of the pupil and can be recorded in different ways. Ensure **VF** is noted with a comment.
- **Verbal feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place.
- **Distance marking** – this takes place away from the pupils and gives opportunities for further analysis.

When distance marking, the following should be taken into consideration:

- pupils should be able to read and understand the comments (KS2)
- comments should be spelt correctly
- the school handwriting policy should be followed when writing comments
- adult comments will be written in green pen

- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc. and identify areas for improvement. Pupils should be encouraged to edit and improve their own work and learning. Children will use red pens when editing their own work.

### **EXPECTATIONS FOR ALL KEY STAGES:**

- Each piece of work will be marked by an adult in green pen. Any work assessed by pupils will be checked by an adult.
- All work to be marked by the next lesson in that subject.
- 'Fix it' time to be completed before the next lesson.
- EYFS/KS1 - children's home reading is recorded in their home reading log. This should be signed by parents and parental comments are welcomed.
- KS2 - the children record their home reading in their home reading record. We welcome comments from parents. It is also recommended that the children write comments in their home reading record book. E.g. 'The part I liked best was... because...'

### **ALL WORK:**

#### **Grammar, Punctuation and Spelling (EYFS to Year 6)**

- Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at (age related expectations for most pupils).
- High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at (age related expectations for most pupils).
- Pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times.
- When appropriate, children should find the correct spelling of misspelt words using a dictionary.
- GPS should be marked in the same way as work in English books.

#### **Handwriting and Presentation**

- The handwriting scheme (Letter join) must be adhered to by pupils and adults.
- Incorrect letter formation must be corrected with the correct formation modelled.
- High expectations required in all subjects.

#### **Teacher and pupil self-assessment**

- Pupils will self-assess against the LO/title recorded by an arrow next to the LO/title.
- Adults will assess in the same way recorded **at the bottom of the piece of work**.
  - upwards arrow for LO achieved.
  - sideways arrow for partly achieved.

- downwards arrow for not achieved.

## **Religious Education**

### **EYFS**

- Verbal feedback is given during adult led activities. For some activities, detailed focused activity sheets are completed to record children's learning.
- A portfolio of annotated work from each topic including photographic evidence is built up during the year.
- To show links with the Characteristics of Effective Learning and Areas of Learning and Development, evidence grids are completed (Archdiocesan Assessment book on the website).

### **KS1/KS2**

- Two pieces of written evidence per week.
- Two pieces of work, per topic, must be quality marked, using the driver words and to include a thought-provoking question.
- All other work should be marked using the range of marking approaches.
- All pieces of work should include grammar, letter formation and spelling corrections using the agreed format.

## **English**

- During creating interest, reading, gathering content and short writing opportunities, work should be marked against the objective.
- If the LO has not been achieved in the lesson, the marking and feedback needs to address this.
- If a lack of understanding is identified, the teacher may take alternative courses of action e.g. with a small number of pupils, the teacher may arrange same-day intervention. For a large number of pupils, the errors will be addressed in the next lesson. This should be recorded in books with INT (Intervention).
- Opportunities should be given to challenge and extend learning where appropriate.
- During the writing phase, improvement marking and feedback should occur daily. Year group expectations will be ticked and, also, a next step given, marked with NS. Fix it time will be given daily for children to act upon the comments prior to the next lesson.
- KS2 Assessed write – light touch marking, relevant features ticked. No comments or next steps needed. Teachers will complete assessment grids whilst marking the Assessed write to record children's achievements/progress.
- KS1 Assessed write – this will be quality marked by the class teacher.

## **Read, Write, Inc**

Each piece of work should have:

- date (short date is fine for now)
- code to indicate level of support
- arrow

- ticks/crosses
- corrections (if appropriate - up to 3 spellings/letter formation and punctuation)

### **Maths**

- Where and when possible, feedback should be given during the lesson.
- All work marked by the children, must be checked by an adult.
- Correct answers must be ticked.
- Incorrect answers must be marked with a cross.
- A range of marking approaches should be used, including next steps and fix it opportunities where appropriate.
- Arrows to indicate achievement of the LO will be used by the teacher **at the end of the work**.

### **Other Areas of Learning**

- One piece of work per unit will be quality marked.
- All other work will be marked in line with 'All work' section.

### **Handwriting**

- this is ongoing and is monitored in all lessons.

### **Guided Reading**

- this will be monitored weekly by the class teacher, using the arrows.



## Marking Guide

Sp	Spelling error
P	Punctuation error
g	grammar error
C	capital letter required
∅	capital letter not required
/	new line
//	new paragraph
CF	class feedback given
VF	verbal feedback given
I	independent work
S	support given
SS	some support given
G	guided work
INT	intervention required
△	Next Step / Fix It



I can do it



I need a bit more  
help/practice



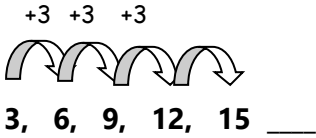
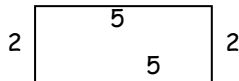
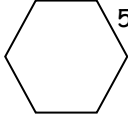

I'm not sure yet

### Appendix B: Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
<p><b>LO: To describe a character</b></p> <p>You have begun to build a picture of your monster, but tell me more about what type of monster he is.</p>	<p>What kind of monster was he? Change 'bad' for a word which makes him sound scarier.</p>	<p>Instead of the word 'bad' you could use:</p> <ul style="list-style-type: none"> <li>• Terrifying</li> <li>• Ferocious</li> <li>• Spine-chilling</li> </ul>
<p><b>LO: To choose the operations needed to solve a problem</b></p> <p>You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.</p>	<p>3 bags of sweets at 25p each. Instead of <math>25+25+25=</math> You could do <math>25 \times ? =</math></p>	<p>6 bricks at 10cm high. Instead of the repeated addition you could try multiplication <math>6 \times 10 =</math></p>
<p><b>LO: to describe a setting</b></p>		



<p>You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?</p>	<p>You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?</p>	<p>How did the sun shine? Could you use any of the following:</p> <ul style="list-style-type: none"> <li>• The sun shone brightly</li> <li>• The bright sun cast its glistening rays over the earth</li> <li>• The sun's rays sparkled through the trees</li> </ul>
<p><b>LO: to use appropriate symbols in simple formulae</b></p> <p>The = sign has been used correctly in these number sentences. Remember that &lt; means 'less than' and &gt; means 'greater than'</p>	<p>Is <math>(10+5)-6</math> greater or less than <math>(10-5)+3</math>?</p>	<p><math>(10+5) - 2 &gt;</math> (is greater than) <math>(10 - 5) + 6</math>  but  <math>(10 +5) - 2 &lt;</math> (is less than) <math>(10-5) + 9</math></p> <p>Have another go at the ones I have highlighted.</p>

Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
<p><b>LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list</b></p> <p><b>Work out the pattern first:</b></p> <p>+3 +3 +3</p>  <p>3, 6, 9, 12, 15 ____</p>	<p>Can you explain this pattern?</p> <p>25, 22, 19, 16</p> <p>What would be the next two numbers in the pattern?</p>	<p>4, 8, 12, 16,</p> <p>Circle the next number in this pattern:</p> <p>18, 24, 14, 20</p> <p>Explain how you know that 20 would be the next number in this sequence.</p>	<p>Can you create your own sequence and explain the pattern?</p> <p>Create your own sequence with 5 in the middle.</p> <p>How many different ways can you do it?</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>LO: to solve problems involving calculating a perimeter</b></p> <p><b>To find the perimeter..... Remember: perimeter is a measure of the length or distance around a shape.</b></p>	<p>Find the length of each side</p>  <p>Add all the sides together.</p> $2 + 5 + 2 + 5 = 14$	 <p>What would the perimeter of this regular shape be... Why?</p> <p>20, 30, 40,</p>	<p>If the perimeter of my rectangle is 24 cm, how many ways can you draw it?</p>
<p><b>LO: to work out how long it takes to do something if I know the start and end times</b></p> <p><b>Remember there are 60 minutes in an hour not 100.</b></p> <p><b>Try question 3 again.</b></p>	<p>This time line calculates how long it is between 5:15 and 5:50.</p>  <p>Can you work out how long between 6:10 and 6:55?</p>	<p>Use a time line to work out how long is it between 10:40 and 11:15?</p> <p>Is it:</p> <p>1 hour 35 mins, 75 mins, 35 mins</p>	<p>If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?</p>