



HOLY FAMILY CATHOLIC PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Mission Statement

At Holy Family we grow, learn and succeed in the footsteps of Jesus.

1. The purpose of the policy

The purpose of this policy is to make explicit how the teaching staff mark pupils' work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

2. Marking and feedback should:

- Be manageable for the teaching team and accessible to the pupils.
- Relate to the learning objective.
- Involve the teaching team working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Be marked before the next lesson
- Inform future planning.
- Use consistent codes.
- Ultimately be seen by pupils as a positive approach to improving their learning.
- Enable parents to understand the teachers' evaluation of the pupils' work

3. Why do we mark?

We mark to assure pupils that we value their work, and to motivate them. We mark to assess each individual's work, to identify areas for development and to help us to plan for the future. Increasingly we share the criteria for marking with pupils. Research shows that provision of a mark or a level alone does not promote pupil's progress. Marking is one method, by which we provide feedback to the pupils about their work. Sharing the criteria for assessment and setting targets for improvement ensures a greater degree of success.

We should always remember that:

The degree of maturity and ability of the pupil will affect the form and nature of marking. We mark not only to correct errors but also to celebrate successes and point a way forward.

It is especially important that we have a consistent approach to how we mark pupils' work throughout the school.

4. Sharing Objectives and Success Criteria

Sharing learning objectives and success criteria provides the focus for feedback from teachers / TAs and other pupils, and for pupil's self-evaluation.

At the start of every lesson we share learning objectives and success criteria for each individual lesson. This is achieved in the following ways:

- the learning objectives (L) are displayed visually (e.g. on a board) every lesson (from Year 1)
- at the start of each lesson the teacher uses simple language to define the objective(s)
- just before the pupils embark on their independent / group work, the teacher defines the success criteria (this may be differentiated)
- pupils write L, for the title, at the start of each piece of work

5. How do we mark pupils' work?

Pupil's work needs to be marked in a colour that can be clearly seen. Teaching staff will use RED ink.

At Holy Family, we make use of three forms of marking/feedback:

a) Verbal Feedback

We recognise the importance of pupils receiving regular oral feedback. The adult will initially talk to the pupil about how they have met the learning objective and their success criteria and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupils' learning. The work will then be ticked and annotated with the letters



Pupils of all ages need verbal feedback from time to time, but this is particularly important in the early years and KS1 where pupils may be unable to read a written comment.

b) Written marking and feedback

Summative feedback / marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. These can also be marked by the pupils, as a class or in groups, with appropriate guidance.

Self / peer marking may be used as an effective means of assessment, however, where pupils have marked their own/peer's work, teaching staff should look over the work, check the accuracy of marking and add a summative comment. Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method such as three ticks.

All marking is to be neat and focused and comments related to the learning objective / subject focus e.g. Good use of connectives.

All positive comments must be genuine, focused and well deserved. Too much praise, especially when given too easily, loses impact and does not enable the child to accurately focus on their own success and focus for learning.

c) Formative feedback / marking

Where relevant and practically possible work will be marked in relation to the Success Criteria, with information detailing the next step. Where Next Steps in learning are indicated, these are to be followed through in future marking (in English, Maths, Science and Religion). See Appendices for further details.

In Key Stage 2, where appropriate, pupils should be given time at the start of a lesson to read, consider and respond to the written feedback the teacher has provided. Pupils should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Pupils should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a neat reply, from Year 2.

6. Gold and Silver Stars

Gold and silver stars may be awarded in books to identify:

- Effort
- Presentation
- Progress in Learning

A silver star may be given in any exercise book and equates to 1 spotted ticket being awarded to that pupil.

A gold star given equates to 2 spotted tickets being awarded and is the maximum number of spotted tickets that can be given for any individual piece of work.

7. Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, feedback to pupils is most effective when it is given orally to pupils at the time of the work, or soon after. The work will be ticked by the staff member to indicate that it has been evaluated and a smiley face can be added. If a comment is written on the work, this must be read to the pupil.

8. Monitoring and Evaluation

This policy will be monitored through further consultation of staff and through the planned reviews.

Pupils' books will be monitored by the Leadership Team and subject leaders in line with the annual Monitoring and Evaluation Schedule, with verbal feedback being 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.

9. Review

This policy will be reviewed annually.

Appendices

Appendix 1: Subject Specific Marking and Feedback

Appendix 2: Marking Symbols

Appendix 3: Success Check

Subject Specific Marking and Feedback – Key Stage 1 and 2

The following guidance is in addition to the requirements above.

1. English

a) Reading Comprehension

- When marking reading comprehension, all answers will be scored not ticked.
- Pupils will have the marks at the end of each question so that they are clear about the depth of answer required. Answers will be marked as a fraction, indicating number of marks awarded / number of marks available e.g. 2/3
- At the end of the work, the teacher will total the score (e.g. 15/20) and then give a focused comment and a possible next step.

b) Spelling

When we choose to recognise an error we will write 'Sp' in the margin in the margin and underline it. The following options may be then taken as appropriate to the work and the pupils' age and ability:

- Pupils correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.
- Teacher rewrites the word underneath and pupil copies three times

It is not possible or effective to correct every word or sentence. We try to correct common patterns of misspelling and spellings we know the pupils should be able to spell.

c) Writing

When marking pupils' writing there should be a balance between deep and shallow marking. It is not appropriate to correct every mistake and to write lengthy comments every time.

Marking pupils' writing should be....

- Precise
- specific to intended learning
- clearly laid out
- helpful- with balance of + / -

We use agreed symbols for marking writing (**see Appendix 2**) as marking symbols create a 'code' and allow teacher/pupil clear understanding of progress. Symbols should highlights positives as well as identifying areas for improvement.

At least one piece of writing should be deep marked each week (using marking symbols) where a balance of positive comments and next steps for the pupil, should be identified.

d) Success Criteria

Success Criteria is a list of features for a pupil to include in their writing, from Year 1. The Success Criteria works as an aide memoir through the lesson as well as a self- evaluation and marking focus. Success Criteria are an effective means for differentiating a writing task to support / extend all abilities within the class. Success Checks can either be written in words or symbols. (**See Appendix 3 for examples**)

2. Maths

- In Maths all pieces of work (and each individual answer) are to be marked.
- A line under any reversed number, with the correct orientation at the side shows the number reversal to the children. In the case of computations, the correct answers are ticked.
- An incorrect answer will have a dot at the side of it, which signifies 'needs correction'. If a whole series of answers are incorrect, the teacher may decide to write a comment instead of marking each individual question wrong.
- Comments should relate specifically to the learning objective of the lesson *e.g. accurate measuring*
- A minimum of one in every two pieces of work should have a quality comment and a next step **or** challenging question identified, where appropriate.

3. Religion

The learning objective of the lesson should be the focus for the marking, including where the work is a piece of writing. Teachers should take care that lessons in other subjects which involve producing a piece of writing, are not treated as lessons in literacy, although pupils must be encouraged to apply their learning from literacy lessons to all subjects. Spelling errors, where they are related to the key vocabulary of the lesson may be corrected.

4. Science

- In Science, all pieces of work (including investigative work) should be marked.
- Comments should relate specifically to the learning objective of the lesson *e.g. accurate measuring*
- Targets / next steps in learning to be indicated, at intervals, relating to investigative skills.

5. Computing

Samples of work used for ICT assessment should be saved / printed and annotated, where appropriate. The focus should be on the level of skill the pupil has used rather than the necessary outcome.

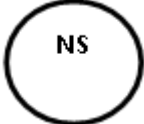
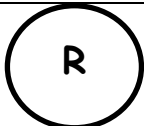
6. Topic

The learning objective of the lesson should be the focus for the marking, including where the work is a piece of writing. Teachers should take care that lessons in other subjects which involve producing a piece of writing, are not treated as lessons in literacy, although pupils must be encouraged to apply their learning from literacy lessons to all subjects. Spelling errors, where they are related to the key vocabulary of the lesson may be corrected.

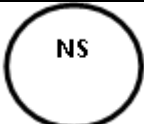
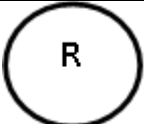
7. Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the pupil's learning and development. This could also include opportunities for the pupils to positively evaluate the work of their peer's performance. If written work is completed, the principles of high quality feedback and marking should be applied.

Agreed Symbols for MarkingMarking Writing

Single tick	Clearly focused praise focused on specific success in writing
Double tick	Same as above with WOW!
Sp	Spelling error (an identified spelling that the pupil is able to spell)
P 	Punctuation error  Indicates where the punctuation is missing
Squiggly line	Error with phrasing. Either: • Under a few words on a line • Down the margin indicating error within a few lines
//	New paragraph
	Omission
	Next Step: • included EVERY deep mark and when appropriate at other times through the week • to give the pupil clear direction for improving their writing
	Reminder prompt

Marking Maths

Single tick	Clearly focused praise focused on specific success in writing
.	To be used for occasional errors If a significant amount of the work is wrong, leave unmarked and make a detailed comment
	Next Step
	Question / Scaffold Teacher poses a challenging question for the pupil to answer.
	Reminder prompt
	Teacher modelling E.g. $\begin{aligned} 48 + 64 &= (40 + 60) + (8 + 4) \\ &= 100 + 12 \\ &= 112 \end{aligned}$

Examples of SUCCESS CHECKS**Success Check:**

- have I used capital letters and full stops?
- have I used ? ! , before closing speech marks?
- 4A sentence (x2)
- simile
- complex sentence (x2)
- wh clause
- BOYS sentence (x2)

SuccessCriteriaChecklist		
Learning Objective: To practice writing a formal letter	me	my teacher
1. First paragraph: explain what your letter is about		
2. Use at least 2 different connectives		
3. Include no more than 2 rhetorical questions		
4. In the last paragraph, summarise your main points and demand compensation		