

**ST. JOSEPH'S CATHOLIC
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby
West Yorkshire LS22 6PR**

**MARKING AND FEEDBACK
POLICY**

'This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment'

Amended
Next review

- March 2022
- March 2024

St Joseph's Catholic Primary School

Marking and Feedback Policy

The Purpose of the Policy

The purpose of this policy is to make explicit how we mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. We also have an expectation in each year group, that children understand and use the marking systems that are set out.

The Need for a Marking and Feedback Policy

It is important that all teachers and support staff provide constructive feedback to children, both written and orally, focusing on success and improvement needs against ambitious learning objectives and age appropriate non-negotiables (BEE zones). This enables children to become reflective learners and helps them to close the gap between what they can do currently and what their next steps are.

The Principles that Guide the School's Approach to Marking and Feedback

Marking and feedback at St Joseph's ensures the following:

- It is manageable for the teaching team and accessible to the children.
- Relates to the learning objective and top tips.
- Addresses errors and misconceptions in line with age related non-negotiables.
- Involves the teaching team working with the children.
- Gives recognition and praise for achievement and clear strategies for improvement.
- Allows specific time for children to read, reflect and respond to marking where appropriate.
- Responds to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Motivates and encourages all children by helping to identify strengths & successes, small steps of progress, sets appropriate targets and provides help in overcoming problems.
- Makes direct references to children's individual needs and individual targets, etc.
- Is consistently applied throughout the school.
- Informs future planning.
- Uses consistent systems across all key stages.
- Is ultimately seen by children as a positive approach to improving their learning.
- Children can reflect on their current progress referring to the LO and top tips.

Overview of St Joseph's Marking and Feedback Policy

- Children are made aware of the learning objective LO and top tips for each lesson as set out in short and medium term planning. This involves children at times being encouraged in formulating the top tips themselves, when appropriate.

- Children are encouraged to make improvements to their work; this includes short editing and improving tasks prior to work being handed in (purple polishing pen) and further editing/improving at length through shared and modelled writing opportunities (Remove, add, move, punctuation and substitute: RAMPS).
- Detailed marking is used for some pieces of work, e.g. longer pieces of writing, assessed pieces of work, topic projects.
- The highlighter system (appendix 1) is frequently used by both teaching team and children to highlight worked examples of the top tips.
- Questions are used to extend children's learning and children are given time to reflect and answer these questions (written and verbally).
- Marking will either identify successes and/ or when appropriate will offer areas for improvement. (appendix 2).
- Short hand is acceptable to use to identify errors. (appendix 4)
- Stamps are used to acknowledge strengths and areas for develop (often in the form of verbal feedback) and children then act on this in the work that follows. (appendix 3)
- If work is unacceptable due to lack of effort, responsibility for representing it is returned to the child. We say that we know they are capable of more than was shown in the piece of work and instructions for improvement are given by the teacher. We ask the children how their work can be improved and encourage them to act on this.
- Peer and self-assessment is explicitly taught, developed and used throughout key stages and children become more able to 'mark'/improve exemplar pieces of work, their partner's work and their own work. They learn how to refer back to the LO and top tips to ensure quality reflection and feedback.
- Children are given time to 'correct' mistakes.

ADDITIONAL GUIDELINES

SELF AND PEER MARKING

This may be used during a lesson, for reflection purposes or evaluation purposes (What a good one looks like: WAGOLL), at the end of the lesson or as part of a separate focused marking lesson. Depending on the focus of the lesson, the children may use the highlighter system and/or give feedback that indicates successes and next steps using the star and building bricks. All children are taught the skills of giving constructive feedback, the value of this and how to be a 'critical friend'. They are also given sufficient time to be able to complete this effectively.

VERBAL FEEDBACK

Not all pieces of work are marked in detail or through the use of the symbol or highlighter system. Verbal feedback plays a huge role in motivating and supporting all children and should be used frequently to allow children to act upon this immediately. Teachers decide, using the guidelines set out within this policy, whether work will be verbally acknowledged or given detailed written attention.

MARKING AND FEEDBACK IN THE FOUNDATION STAGE

Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff at St Joseph's observe children as they interact in their play, routines and adult led learning. Staff analyses their observations to identify precise next steps using the guidelines set out in 'Development Matters' that informs future planning. Next steps are made explicit in weekly planning and made evident to the child through individual or group activities and interactions. In adult led learning where children record their work in a book, (English, Maths, RE) the marking and feedback policy applies as it does for Y1-Y6.

SUPPORTED WORK

When a piece of work has been completed with support (either peer or adult), this should be identified in the top corner of the page with a P (paired/partner), or S (adult support). If the piece is independent there will be no letter recorded.

Teaching assistants can mark the work of the group they have supported (using the appropriate marking and feedback method) and comment where appropriate.

Marking has links with the rewards section of our behaviour policy and is supplemented where appropriate by the use of stickers/smiley faces/team points, etc.

Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and through the planned reviews. Children's workbooks will be monitored by the Senior Leadership Team and subject leaders, with written and verbal feedback 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. Subject leaders will monitor subject specific marking as part of their monitoring role. Monitoring, through work scrutiny, will take place to ensure a consistent whole-school approach. Some summative marking includes a level (and grade where appropriate). There are regular opportunities for moderation so all staff have an accurate & consistent understanding of progression through the levels.

APPENDIX 1

HIGHLIGHTER SYSTEM

At St Joseph's we use a colour coding system with highlighter pens to recognise strengths, success and areas to improve and develop further.

- *Yellow* highlights successes (from the top tips)
- *Pink* highlights errors or missed opportunities (from the list of success criteria/top tips)
- A short comment/next step may be written (although not essential as this is communicated clearly using the highlighter system).

APPENDIX 2

Written teacher comments should ensure that learning is moved forward. Where achievements have been met using a star * before the comment and a building block when giving the next steps, targets and further challenge which demands a response.

APPENDIX 3

Stampers are used to give feedback. This recognises when verbal feedback has been given, including acknowledging success in line with the learning objective, when support or extra teaching tips have been given and when targets have been achieved.

APPENDIX 4

Short hand may be used to identify errors. For example, a P may be written in the margin to identify a punctuation error. A small bee or the letter B may be marked in the margin to show a Bee Zone error that needs correcting, etc.