



Feedback & Marking Policy 2019-2020



The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Our Mission Statement

"Learning and loving on our journey with Jesus"

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

It is important to provide constructive feedback to children, focusing on **success** and **improvement needs** against learning objectives, targets and in writing also take into consideration the standard they are capable of and the level they are working towards. 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. By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good, bad or indifferent and may lose interest or not produce work of such quality in future. Parents may also assume that unmarked work has not been looked at.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- Be manageable for teachers and accessible to children;
-
- Relate to the learning intention / targets and comment on previous attainment within the context of the learning intention / target;
- Link to class/individual non-negotiable targets;
- Involve all adults working with the children in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- Inform future planning and group target setting;
- Ultimately be seen by children as a positive approach to improving their learning.

"Learning and loving on our journey with Jesus"

How do we mark children's work?

Marking and feedback should be carried out as soon as possible after the work has been completed. Children should always have their work marked before their next lesson. Children's work needs to be marked in a colour that can be clearly seen. All teachers should mark using the **pink** (Tickled pink) and **green** (Green for growth) pens provided by school. (See diagram below for guidance)

Oral feedback

St Peter & Paul school recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning during a task. The initials VF will then be written next to the work discussed to show verbal feedback has been given. Then on completion of the work discussed written marking will follow (see below). Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Oral feedback should be:

- Positive – recognising children's efforts and achievements to date
- Developmental – offering specific, detailed advice to help children progress.
- Provide evidence of impact in books

Written marking and feedback

It is not possible to mark all pieces of work with the children so distance marking needs to be manageable for the teachers and meaningful for the children. The marking must focus on the learning objective and the target where relevant. Feedback should identify elements of success and one area to improve. The marking key which is located in every classroom will be adopted by every member of staff.

Children need to be given time to read any feedback and, most importantly, carry out an improvement on the piece of work. As a school this feedback will be worked on at the teachers' discretion.

Teachers are required to acknowledge all pieces of work produced by the children but detailed marking is only to take place on every two to three pieces of work or at the end of a unit. End of unit hot tasks are marked in detail. Big write books should always be a detailed mark and comments followed up on the next day where possible.

"Learning and loving on our journey with Jesus"

Peer and self-assessment are not replacements for teacher marking and feedback

Teachers should frequently and consistently encourage pupils' self-reflection on their learning. They should be guided in the process of assessing their work against the success criteria and the learning intention. Where possible, pupils should be able to identify next steps. It would not be appropriate to do this for every lesson, but teachers should plan in opportunities and time to allow children to do this.

Spellings

Not all spelling, punctuation and grammar errors are marked in every piece of writing but where a child should be able to spell a particular word it will be pointed out by the teacher and the first three errors corrected. Phonetical attempts should be made against more challenging words (ARE). Where appropriate the SP sign will signal for the child to write out the spelling correctly 3 times. It is non-negotiable that ARE spellings are part of the classroom environment and updated as appropriate to support learning.

Mathematics

In this document, 'marking' is taken to mean the process whereby a teacher looks at pupils' written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

We believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

The policy must be:

- consistently applied by all staff;
- clear in its purpose;
- manageable;
- productive in its outcomes;
- informed by pupils' individual learning needs and assessments
- inform future planning.

Teacher's Handwriting

All teacher comments should model the school's handwriting policy. It is vital that all teacher comments are legible.

Guidance on Marking

In line with other subjects, work is marked **pink** when it is correct (tickled pink) and **green** when it is incorrect (green for growth).

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, teachers simply indicate where each slip occurs through green pen marking. When appropriate, the teacher may encourage pupils to correct them.
- If errors demonstrate lack of understanding for a small number of children, the teacher will address this by working with the child during Next Day Catch Up (an intervention led by the teacher which occurs between 8:55-9:15 the following morning). A record of Next Day Catch Up is noted in a book, information recorded includes, the date, objective covered, names of the children and any relevant observations. This allows teachers and the subject leader to identify children who regularly struggle in lessons and put in additional support. Children needing Next Day Catch Up will have the green **C↑** symbol written in their books.
- If errors demonstrate lack of understanding for a large number of children, the errors will be addressed in the next lesson. A record of this is noted in the Next Day Catch Up book.
- It is not a routine expectation that next-steps be written into pupils' books. The next lesson should be designed to take account of the next steps. However, if teachers wish to write appropriate comments, including next steps, in the children's books, they may. The emphasis in marking should be on both successes against the learning outcome and improvement needs against it.
- Any written comments consideration should be given to the following questions:
 - Can children read your comments?
 - Have you modelled effectively the school script?
 - Can the children understand your comments?
 - Do you allow time for the children to read your marking?
- Teachers can reward effort and pleasing work with motivational stickers or stamps.

Formative feedback/marking

Episodic teaching allows many opportunities for oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvement needs against the learning outcomes.

- It may give reassurance or a quick check on progress.
- In the course of a lesson, teachers' comments to children should focus firstly on issues about the learning outcome and secondly on other features.

"Learning and loving on our journey with Jesus"

Peer and self-assessment

By developing peer and self-assessment marking skills, the children learn how to check their own work and to identify their own areas for development.

For self and peer assessment to be effective the following points should be considered:

- A growth mindset culture should be prominent within the classroom;
- Children should be trained in the process of self-evaluation/peer assessment.

This process should be regularly modelled by the class teacher;

- Feedback/peer assessment can be oral or written, according to the ability of the child/ren and the nature of the task.

Codes

- C↑ indicates the children requiring next day catch up.
- All other codes used will be consistent with the general feedback and marking policy.

Marking Coding

Ss Peter & Paul's Catholic Primary School

| Code | Meaning |
|------|-------------------------------------|
| TA | Teaching Assistant |
| ST | Supply Teacher |
| I | Independent work |
| S | Supported work |
| VF | Verbal feedback given during lesson |
| SP | Check spellings |
| W | Withdrawn from lesson |
| ^ | A word has been missed out |
| // | Start a new paragraph |