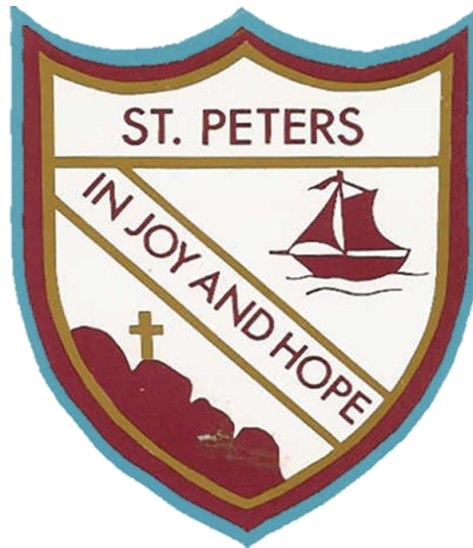


St Peter's Catholic Primary School



Marking & Feedback Policy

Agreed by Governors: June 2021

Reviewed: October 2023

Chair of Governors Signature _____

Statement of intent

St Peter's Catholic Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Roles and Responsibilities

The SLT are responsible for:

- Ensuring that this policy is implemented, monitoring and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school
- Ensuring all members of staff within the school are aware of the schools procedures in terms of making and providing feedback,
- Monitoring the effectiveness of this policy within their departments and reporting their findings.
- Answering any queries that teaching staff have in regards to this policy and the schools' practices

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.

- Using their professional judgement to determine when it's appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that all pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regards to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets or improvement, which should create a progressive plan for continued learning.
- Provide pupils with opportunities to reflect on feedback, using the purple response pen which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly. Ideally live marking where possible in order to give instant feedback.
- Use marking and assessment to identify the next steps for pupils, which should encourage further development.
- Provide feedback and support to pupils with SEND and adopt how feedback is given, so that pupils with SEND can understand and action any targets. The SENDCo should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.
- Use the marking code as implemented by SLT (see appendices)

Pupils are expected to:

- Try their best any work they complete, including homework.
- Ask questions when they do not understand something in lessons.

- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers: therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?' If the answer to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, the SLT will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about effectiveness of their own practices, the SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focusing on the following points:

- The individual pupil's abilities and goals.
- The areas a pupil can improve in.
- Giving clear guidelines for improvement.
- Linking areas of improvement.
- Reminding the pupil of previous success to boost confidence.
- Providing effectiveness communication between pupils and teachers.
- Improving the self-belief and confidence of pupils.
- Celebrating success.
- Identifying pupils who require additional assistance

- Clarity and consistency of marking across the school.
- The individual pupils level of understanding
- Avoiding giving grades for every piece of work Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback and will be asked to respond to any feedback in green pen.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of the pupils' mind when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Praise in front of the whole class
- Displaying excellent work around the classroom
- Letters to parents
- Visit to the head teachers

At times, teachers may encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods. Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and crossing incorrect answers.
- When possible, providing immediate feedback to the pupils to show them how to reach the correct answers.
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again.
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence.

When marking in English, teachers will use the following techniques:

- Give feedback on whether the learning intention has been achieved and the success criteria followed.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- Correct spellings, particularly those appropriate for the year group.
- Correct punctuation and grammatical errors appropriate to the objectives for the year group.
- Allow specific time for pupils to read, reflect and respond to marking.

Marking in RE

Marking in RE can also differ from other subjects as often answers are subjective.

When marking in RE, teachers will use the following techniques:

- Tick pieces of work to show it has been teacher checked.
- VF to refer to Verbal Feedback

- Correct spellings for subject specific vocabulary
- 'Discern' to be written next to any discern questions in books.
- Allow specific time for pupils to read, reflect and respond to marking.

Feedback

Feedback should be given to:

- Motivate pupils
- Establish an opportunity to make learning progress by
 - o Rectifying a misunderstanding.
 - o Reinforcing a skill or piece of information.
 - o Improving on a pupils understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progressive plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- Reminder – instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.

- Scaffold – by asking the pupil a question, teachers can guide them to the correct answer. An example of this may be ‘are you trying to achieve A, B or C?’ By doing this, teachers guide the pupil to looking at these three areas. Pupil’s should then find the correct answer and also feel like they achieved it themselves.
- Example – by giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils. Teachers will mark on pupils’ work when verbal feedback had been given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- Tone of voice – it is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- Balancing time – if a particular pupil requires more time or attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- Class discussions – involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

Improvement plans

The SLT will conduct reviews of marking and feedback within staff meetings, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The SLT will conduct reviews of marking and feedback by completing a Pupil Voice, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.

- Whether they understand the comments when teachers mark their work. Following these discussions, the SLT will create a marking and feedback improvement plan.

The SLT and staff will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to the SLT.

Teachers' marking and feedback will be reviewed by the SLT on a termly basis to ensure that practices are consistent and effective:

- Teachers will submit five books from their class for cross-checking.
- A staff meeting will be held on a termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices

Monitoring and review

This policy is reviewed annually by SLT.

Any changes or amendments to this policy will be communicated to all staff members by the SLT.

The scheduled review date for this policy is September 2024.

Marking Coding

Tick	Teacher checked work
VF	Verbal Feedback
Wiggly Line	Spelling Error
Straight Line	Grammar Error
//	Paragraph

Marking pupils' work

From September, the school will begin to work towards delivering the normal curriculum, therefore teachers will mark pupils' work in line with the main body of the policy when the delivery of that particular subject has returned to normal.

Staff are able to take pupils' work books home to mark them. Where work is taken home using electronic means, this is done in accordance with the school's Data Protection Policy.

When marking pupils' work, teachers will take the current pandemic and the effect it may have had on pupils' work – teachers will be guided by their professional discretion and judgement.

Marking practices are reviewed weekly by the head teacher and subject leaders to ensure they remain manageable for teachers.

It is at the teacher's discretion whether they use internal assessments to conclude topics and assess pupils' learning. Where this is the case, the classroom teacher will discuss the feasibility of assessments being undertaken with their line manager.

Monitoring and review

This policy is reviewed weekly by the SLT in accordance with, and in reaction to, the latest government guidance. The head teacher communicates all updates to this policy to all parents and staff members.