

St. John the Baptist C of E Primary School



Life in all its fullness

Marking and Feedback Policy

September 2023

‘Whatever you do, work heartily, as for the Lord.’

Marking and Feedback Policy:

General Principles:

This policy was written in conjunction with the staff to ensure it supports teacher workload. Teaching staff have been given the opportunity to communicate what they feel is effective and what is manageable. The Education Endowment Foundation (EEF) states that marking and feedback can have a positive impact on pupil progress. There is a difference between marking and feedback. In this policy, marking is defined by writing on a piece of work that shows which responses are correct and which need correcting. This is less likely to improve pupil progress, but to support teacher's ongoing assessment.

Feedback is defined as being detailed guidance (verbal or written) to improve pupils' knowledge, understanding and skills by offering next steps, re-teaching or articulating how to improve work further. With both marking and feedback, they are only effective if pupils are exposed to them. Time should be planned into the timetable to respond to the marking and/or feedback. In some lessons, especially if there are closed questions, pupils can mark themselves, which offers instant feedback.

Effective Marking and Feedback should be meaningful, manageable and motivating (Eliminating Unnecessary Workload around Marking, 2016):

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback is more effective. If the teacher is doing more work than their pupils are, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Effective marking should encourage PRIDE in work:

- Provide clear feedback to pupils about strengths and weaknesses.
- Recognise, encourage and reward pupils' efforts and progress.
- Identify where improvements can be made.
- Direct learners to strengths and weaknesses in their child's work.
- Encourage and empower pupils to take action to improve their performance.

What to expect at St. Johns

- Staff mark or add written feedback in **green** and children respond to feedback in **red**.
- Teachers will make decisions about how pupils learn best and need to indicate if the pupils have received additional support from adults or other children. To support pupil and staff understanding of how a piece of work has been completed, a letter needs to be added onto the piece of work, next to the title. *This can be done by the child or adult.*

P – Paired work

I – Independent work.

G – Group work

S – Supported by an adult.

- An objective highlighted in **green** means that the pupil has achieved the objective.
- Self-assessment is a crucial element for pupils to see how they are performing within a lesson. Pupils will indicate at the end of the lesson how well they feel they have achieved the objective by drawing one of the following at the side of the learning objective.



- I believe I have achieved the learning objective



- I have started to understand but feel I need more work/practice/support.



- I do not believe I have achieved the learning objective.

It will be made clear to the children that a simple circle with eyes and a mouth is the expectation.

- Pupils should be in control of their own lesson. Where possible, marking and feedback should happen within the lesson. Live marking includes pupils in the process and offers an insight into expectations of the teacher. Across different subject areas, it is always useful for there to be success criteria so children recognise if they are successful or not prior to the work being submitted. Where verbal feedback has been given during the lesson, this should be indicated with:



Maths

Pupils will respond to marking on a daily basis within the lesson. Feedback might also take the form of a withdrawal group to act on verbal feedback. Staff use the following marking symbols – all of these will be written in green:

- **Correct answer** - ✓
- **Incorrect answer which the learner should correct** - ●
- **Incorrect answer which does not need to be corrected** – *to be left with no mark at the side*
- **An extra question to challenge thinking** - 

English –

The same symbols will be used as in Maths where the task allows for straightforward correct or incorrect answers.

Read Write Inc.

- Pupils will self-assess within the lesson by ‘ticking and/or fixing’ their spellings as part of the structure of the lesson. Staff may also mark the work within the lesson if they feel it will support progression but this is not expected.

Sounds and Syllables:

- Pupils will self-assess within the session as part of the structure of the lesson. Staff may also mark the work within the lesson if they feel it will support progression but this is not expected.

KS1 Writing

- Any good examples of the objective being achieved or age related expectations being used might be highlighted in green to support assessment.
- Due to the age and stage of the pupils, any feedback will be given using an agreed symbol that the pupil will then respond to in red pen.

The following will inform the pupil that they need to check their writing to see where they can add any of the following. The teacher may put a green line where the edit is required in the early stages.

A	. ! ?			sp	
Capital Letters	Punctuation	Conjunction	Finger space	spelling	Check for sense

- Grammar feedback will be identified with a  under the writing.

-  Will be used for targets or written feedback as and when it is appropriate for the age and stage of the pupil.

KS2 Writing

- Any good examples of the objective being achieved or age related expectations being used might be highlighted in **green** to support assessment.
- Grammar and punctuation errors will be identified with a  under the writing.
- Spelling errors will be identified with a 
-  Will be used for targets or written feedback.

Expectations for marking and feedback

Marking

Wider Curriculum:

Pupils are expected to take care, time and pride in their work and so the teacher should acknowledge each piece of work they produce. Every piece of work will be acknowledged with the teachers' initials to make it clear to the pupil that their work has been seen.

In KS1 English and Maths, each piece of work will be marked using the agreed marking key every day.

In KS2 English and Maths, work will be marked using the agreed marking key, the minimum expectation is three times a week. The class teacher will make a best judgement on how they make this effective within their own class and will be supported by the pupils' self-marking on other days.

Feedback

There is no expectation on the frequency of feedback but should be used appropriately as a tool to move the learning forward and time should be planned into the school day to allow for this.

Marking Key

My teacher will write in **green**.

I will respond in **red**.

At the top of the page next to the objective, my teacher will write either:

P – Paired work

I – Independent work.

G – Group work

S – Supported by an adult.

- An objective highlighted in **green** means that the pupil has achieved the objective.

My work will be marked in the following way:

- **Correct answer** - ✓
- **Incorrect answer which the learner should correct** - ●
- **Incorrect answer which does not need to be corrected** – *to be left with no mark at the side*
- **An extra question to challenge thinking** - 



My teacher has spoken to me about my work.

KS1 Writing

A	. ! ?			sp	
Capital Letters	Punctuation	Conjunction	Finger space	spelling	Check for sense

- Grammar feedback will be identified with a  under the writing.
-  Will be used for targets or written feedback as and when it is appropriate for the age and stage of the pupil.

KS2 Writing

- Any good examples of the objective being achieved or age related expectations being used might be highlighted in **green** to support assessment.
- Grammar and punctuation errors will be identified with a _____ under the writing.
- Spelling errors will be identified with a 
-  Will be used for targets or written feedback.

What I need to do:



- I believe I have achieved the learning objective



- I have started to understand but feel I need more work/practice/support.



- I do not believe I have achieved the learning objective.