



MARKING & FEEDBACK POLICY

To love, to serve and learn.

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,

respecting everyone's gifts.

MARKING AND FEEDBACK

OVERVIEW

St. Edward's Catholic Primary School is committed to providing relevant and timely feedback to pupils about their learning. Research has shown that consistent and effective marking has a significant impact on raising achievement. It is important to provide constructive feedback to pupils, focusing on success and improvement needs. This enables pupils 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.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified marking procedure.

AIMS

In our school our aim is that marking and feedback should:

- Be consistent across the school
- Completed regularly
- Be neat and legible and accessible to our children
- Relate to the learning objective
- Give recognition and praise and clear strategies for improvement within the context of the learning objective
- Respond to individual needs
- Be seen by children as a positive approach to improving their learning
- Be manageable for teachers
- Inform future planning and group target setting

STRATEGIES

In order to achieve our aims in our school we use a range of marking and feedback strategies as appropriate to the different age groups:

Verbal Feedback

Children are given verbal feedback which either corrects a child's understanding or extends their learning. Where verbal feedback has been given, work will be annotated with the symbol VF or a "Verbal Feedback Given" stamp.

Summative Marking

Closed tasks or exercises where the answer is either right or wrong are marked with ticks or crosses. Where appropriate, such tasks and exercises may be marked by the children as a class or in a group.

In this marking, teachers will identify spelling mistakes. For tricky words, the correct spelling will be written above the error; children will be expected to practise corrected words. Spelling corrections will be age-appropriate.

Formative Marking

When formative marking, teachers **focus first and foremost on the learning objective** of the task. The emphasis being on both success against the learning objective and improvement needs. Teachers:

- Read the entire piece of work
- Tick examples of where the child has met the **learning objective** (PURPLE pen).
- Highlight area of the work which could be improved.
- As appropriate, provide a focused comment which should help the child to "close the gap" between what they have achieved and what they could have achieved.
- Positive feedback modelling excellence and success

Not all pieces of work will be formative marked. Where work is not given such detailed attention it will still be acknowledged and such acknowledgement will always relate to the learning objective.

Self Marking

Children are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Children can write 1, 2 or 3 next to the learning objective to demonstrate how they feel they completed their work.

Shared Marking

Teachers will sometimes use an anonymous piece of work to mark as a class. This enables the teacher to model the marking process and teach particular points at the same time.

Paired Marking

Once the marking process has been modeled with the class children sometimes work in pairs to mark a piece of work. This allows them to develop their own critical capacity.

Work in subjects other than English

Spellings and English usage will be marked in a way which is appropriate to the needs of the children.

A combination of up to 3 spelling, grammar and punctuation corrections is identified when necessary. These are chosen according to a child's ability and needs.

MARKING GUIDELINES/SYMBOLS

To meet the needs of all learners, where appropriate, symbols will be used to show the improvements needed to avoid lengthy explanations.

Teachers will mark work in a purple pen, the children work in blue.

PUPIL SELF-ASSESSMENT

Children may be asked to provide a quick, simple sign of their feelings about the learning objective. This puts them more in charge of their learning and therefore develops their independence and decision making skills. The children may be asked to draw a face to show their understanding, ability to apply a skill or enjoyment of an activity.

OUTCOMES

Marking and feedback are tools which enable teachers to develop and deepen a child's learning. When used effectively, marking and feedback becomes a dialogue between pupil and teacher.

MONITORING, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

Date adopted	Sept 2022	Review Cycle	Annually	Last Reviewed	New policy	Version	1
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