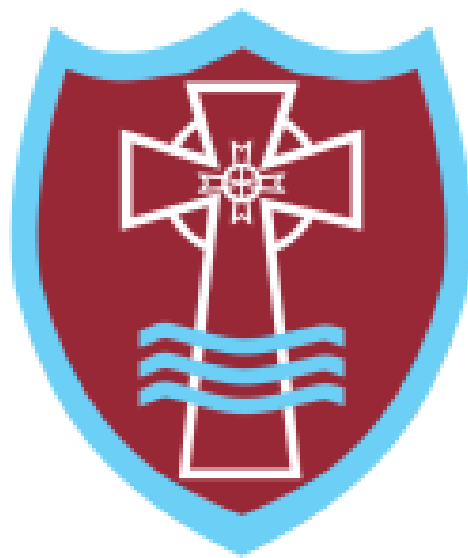


St Aidan's Catholic Primary Academy



Marking and Feedback Policy

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Contents Page

Mission statement	1
Principles	1
Purpose of the policy	1
Effective marking	1
The methodology of marking children's work	1
Verbal feedback	2
Basic marking	2
Quality marking	3
Children's responses to marking	3
Peer assessment	4
Self-assessment	4
Fix-it sessions	4
Year 2 and Year 6 positive approach to marking	4
Marking and feedback in the Early Years Foundation Stage	4
Marking frequency	5
Monitoring and evaluating this policy	6
KS1 and KS2 marking symbols	6
EYFS marking symbols	7
Appendix A	10
Appendix B	11

Mission statement

'Together we enjoy learning, achieving, sharing and praying. Let Jesus' love shine through in everything we do.'

The principles and aims of marking and feedback

We recognise that all children have the right to education and that the goal of this education is to develop every child's personality, talents and abilities to the full. We know that high-quality and effective marking and feedback is necessary to achieve this, as its fundamental aim is to ensure all children make progress and reach their full potential.

The purpose of the policy

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

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, written and verbal, focusing on success and improvement needs (next steps) against learning intentions. 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 do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and nursery nurses.

Effective marking should:

- All marking should be **meaningful, manageable and motivating**.
- Advance pupils' progress and outcomes.
- Relate to the WALT (We are learning to...)
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning (AFL) and teaching.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning by following the next steps.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback.

Verbal feedback:

Research indicates that verbal feedback as a pupil works is the most effective form of assessment for learning. Boys in particular respond to this kind of personal feedback given on a one-to-one basis.

Teachers at St. Aidan's Catholic Primary Academy will give regular and meaningful verbal feedback to pupils in a variety of ways such as:

- Focusing on different groups of pupils in each lesson
- Circulating and speaking to individuals.

When verbal feedback has been given to a pupil, particularly during the weekly independent quality writing task, the teacher should put the initials VF in the margin at the point in the pupils' work when the feedback was given and one key word to summarise the feedback e.g. openers, or paragraphs. The expectation is then that the pupils will act on the feedback and this should then become evident in the work which follows from this point onwards. This dialogue should focus upon successes, areas for development and to set targets for future learning (next steps).

Teachers should aim to give as much verbal feedback to pupils as possible in a lesson and ensure that over the course of the week, they try to speak to every child. Teachers **should also aim to try and mark as much work as possible during a lesson**, particularly in math's lessons, so they can readily identify if pupils have understood concepts and move them on rapidly to more challenging tasks.

At KS1 the vast majority of feedback will be given verbally. The teachers will use highlighting as this can be understood by all ages.

Basic Marking

All pieces of work should be marked. Basic marking should include:

- Highlighting of WALT to show whether the objectives have been achieved.
- Work ticked or as appropriate.
- Correction of any misunderstandings.
- Acknowledgement of effort.

Highlighting:

GREEN: Green highlighting is used when the WALT has been fully met.

AMBER: This means 'there could be improvements. Amber highlighting is used when the WALT has been partly met, but there are areas to improve or develop.

RED: Red highlighting is used when the WALT has not been met and needs to be reviewed.

Quality marking:

When quality marking, teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child. (This should be done at least twice weekly)

When quality marking, the teachers should:

- Read the entire piece of work, mark in green pen.
- Highlight the WALT in the appropriate colour.
- If all or part of the WALT is not met, add a comment, which helps the child improve their future learning (next steps).
- Spelling (particularly high frequency words) punctuation and grammar should be corrected where necessary and children should write out their spelling corrections **at least three times in the margin**.
- Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. (see appendices).
- Refer to pupil target sheets.
- In maths it should involve the children doing corrections, being given an extra challenge question or modelling the correct method.

Quality marking should also include improvement prompts such as:

- **Reminder prompt:** linked to steps to success and WALT. e.g, say more about..... Explain this for me....
- **Scaffolded prompt:** A sentence given by teacher with missing words or an open-ended question e.g, could you try and make the ending more interesting? What kind of monster was he? Change 'bad' for a word which makes him sound scarier.
- **Example prompt:** giving two or more alternatives or asking the child for an idea of their own. • 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could do
- $25x? =$
- **Challenge prompt:** This should help to move the child on. E.g. What do you think would happen if?

See appendices for further examples of quality marking.

Children's Response to Marking

Children should be given time to read and consider the written feedback the teacher has provided for all pieces of marking. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

For every piece of quality marking, children should be given time to respond in writing and make the suggested improvements to their work in red pen.

Peer Assessment

Pupils will be given opportunities throughout their lessons to peer assess and improve their learning partner's work. The learning partner will make suggestions but the author will hold the pen and decide which pieces of advice they will take on board and adjust their work accordingly.

Self-Assessment

To enable pupils to become independent and reflective learners we encourage them to think about their own learning and try to up level it whenever possible. During lessons they will be given opportunities to assess their understanding of the WALT against the steps to success and to discuss elements of the lessons they found challenging and how they overcame their difficulties. Teachers are strongly encouraged to use self-assessment ***during*** lessons as a powerful way of amending teaching to suit the needs of pupils. The plenary can then focus on this process as a way of analysing and learning.

Fix-it Sessions

After pupils have completed a piece of work, particularly writing tasks, they will be given a proof-reading sheet which they will use to proof-read their work for spelling and punctuation errors prior to handing in their work to the teacher. They can do this individually or with their learning partner. This is to encourage them to identify their own mistakes more readily and correct these.

Year 2 and Year 6 'Positive Approach To Marking'

In order to comply with the assessment requirements of both Year 2 and Year 6, teachers of pupils in these year groups will post-Christmas change their marking approach. When marking pupils' work particularly their independent writing pieces, teachers will focus more on the aspects of the writing which meet targets and ITAF statements, rather than making corrections and suggesting next steps. This is because in order to accept the work as 'independent' in nature, moderators need to see evidence of pupils finding and correcting their own errors. Corrections, noted steps to success and detailed next steps made by teachers can be a barrier for acceptance by moderators.

Marking and Feedback in the Early Years Foundation Stage

Foundation Stage

Verbal feedback and marking in the EYFS should be meaningful, manageable and motivating.

The expectation in the EYFS is that the majority of work in the English and Maths books is marked alongside the child (MAC) enabling instant feedback to the child.

Effective marking and feedback in the EYFS should be predominately based on verbal feedback. Marking should be used as assessment to inform subsequent planning, teaching and tracking.

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Verbal Feedback (VF) This should be immediate and timely. Verbal feedback is incredibly powerful in progressing learning and is essential when working with groups of children in the EYFS. Teachers should indicate that this has happened with the annotation of VF against a piece of work.
- Short and narrative observations (either written manually or on 2simple) with appropriate links to the prime and specific curriculum areas.
- Photographs of children achieving goals with relevant quality written evidence, linked to the development matters guidance by all members of staff in the EYFS.
- Marking should motivate pupils in the EYFS to progress. It should value effort and achievement and celebrate progress.
- All work should be initialled by the professional who worked with the child, whether this be the class teacher or another adult. Any comments that the teacher chooses to make will be constructive and positive.
- Supported work is to be identified with a capital S, together with an indication as to what support was given. Independent work to be marked with a capital I.
- Where appropriate to the work, next steps should be identified as to what they are working towards. If the child needs more support, then this is also classed as a next step.
- Reading records - There is an expectation that class teachers will write a short comment in each child's reading record once a week. This is important as it lets parents know that their comments have been noted and any queries can be raised.

Nursery

Before entry into nursery we make 'Home Visits to new parents and their children. We discuss each child's needs, likes and dislikes, etc.

We carry out an assessment within the first twenty sessions of each child starting, using the Age-Related Expectations. This is repeated at the end of the Spring and Summer terms to assess progress. Observations are continuously made to provide evidence for ongoing achievements through the use of Tapestry

Marking frequency

All pieces of work should be acknowledged through either basic or quality marking.

Teachers should mark in green pen and pupils should mark and respond to comments in red pen

Subject	Quality Marking
English Independent Writing	2 pieces per week quality marked
English Books	Basic marking but with next steps where appropriate to ensure greater accuracy or precision in their answers.

Guided Reading books	Acknowledgement of children's work. Basic marking.
Maths	2 pieces per week quality marked. All other work must be peer marked or individually marked.
Religious Education	1 piece of quality writing for R.E. per topic should be quality marked. All other R.E. work should be basic marked.
Science	1 piece of quality writing for Science per topic, such as an investigation, should be quality marked. All other Science work should be basic marked.
History	1 piece of quality writing for History per topic should be quality marked. All other History work should be basic marked.
Geography	1 piece of quality writing for Geography per topic should be quality marked. All other Geography work should be basic marked.
Other Foundation Subjects	Basic marking
Green Homework books – (1 piece of English and Maths)	Always marked
Home Learning Projects (1 per half-term)	Always marked


- RE marking should focus on the attainment the pupil has made with regard to the WALT associated with the task, not based on their literacy capability.
- Project Presentations should be based on the topic researched for the pupil's project.
- Photographic evidence of tasks should be annotated to explain the learning.

Monitoring and evaluating this policy



This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

KS1 & KS2 Marking symbols

Symbol	Meaning
VF	Verbal feedback plus key word to summarise feedback
SP	Spelling
P	Punctuation
SC	Sentence construction
//	New paragraph
CL	Capital letter
??	Something doesn't make sense. Read over your work and check it for mistakes.
^	Put an effective word here
T	Teacher support
TA/LSA	TA Support
I	Independent
Group	Group Work
PR	Presentation
[]	Unnecessary detail – change or omit section
	Next steps

EYFS Marking symbols

Symbol	Meaning
VF	Verbal feedback
S	Support given during task
I	Task completed independently
	Full stops
the, he, she	Writes irregular common words.
	Finger spaces
	good letter formation

Appendix A

Improvement Prompts

Shirley Clarke suggests these types of prompts:

- **A reminder prompt;** most suitable for the more able child, it reminds the child of what could be improved.
- **A scaffolded prompt;** most suitable for children who need more structure than a simple reminder.
- **An example prompt;** extremely successful with all children, but especially with average or below average children. This prompt gives a choice of answers, word or phrase.
- **A challenge prompt;** most suitable for more able children to move on their thinking by including a question or an extension question.

Examples

YR

Recognise numbers 0-10

Scaffold prompt: Can you order these numbers in a different way?

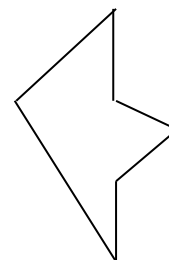
Reminder prompt: What is wrong with this number_____?

Y2

Use the mathematical names for 2D shapes

Scaffold prompt: I have 3 sides and 3 corners. What am I?

Reminder prompt: Is this shape a hexagon? How do you know?

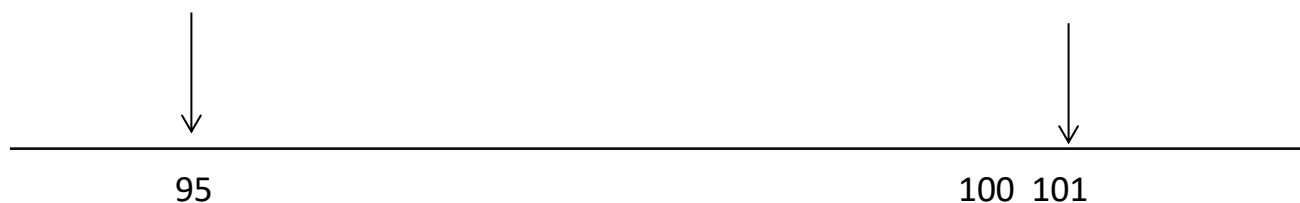


Y3

Find a small difference by counting up from the smaller to the larger number e.g. 102-97.

Reminder prompt: Three answers are wrong. Find them and see if you can work out why.

Scaffold prompt: Use an empty number line to count from 95 to 101.



Y4

Develop and refine + or – of two whole numbers less than 1000.

Reminder prompt: Could you show another method for solving question 3?

Scaffold prompt: Check your answers using subtraction. How can you do this?

Example prompt: Now try this sum using larger numbers

$$\begin{array}{r} 2475 \\ + 1523 \\ \hline \end{array}$$

Example prompt: Try this problem: On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday?

This policy has been agreed by:



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.....Date: September 2024

Headteacher



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.....Date: September 2024

Chair of Governors