

Marking and Feedback Policy



St. Augustine's Catholic Primary School

19 West End Road, Old Costessey, Norwich, NR8 5AG

Part of the St. John the Baptist Catholic Multi-Academy Trust

We try to follow Jesus by loving each other and caring for God's world.

Wisdom, Love, Might, Let there be Light!

Last reviewed on:	October 2022
Next review due:	October 2023

School Mission Statement:

We try to follow Jesus by loving each other and caring for God's world.

School Motto:

"Wisdom, Love, Might, Let there be Light!"

We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.

In planning the curriculum we attend to the development of the whole child: the physical, intellectual, emotional, moral and spiritual."

St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Keeping Children Safe in Education (2022): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Marking and Feedback Policy

At St. Augustine's, all children will receive timely and meaningful feedback to their work. We believe that children's self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

Marking should be:

- **Meaningful:** Marking should vary by age group, subject and what works best to help achieve the most advantageous outcomes for the pupil and teacher.
- **Manageable:** Marking practice should be proportionate and mindful of the impact on teacher workload. Consideration should be made to how often and how deeply teachers mark.
- **Motivating:** Marking should help to motivate pupils to progress. This does not have to include writing in-depth comments or being universally positive.

Quality feedback includes:

1. Verbal feedback
2. Teacher Assessment and Marking
3. Self-Assessment
4. Peer Assessment

1. Teacher Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both achievement and next steps so that the child has a clear understanding of how to move their learning forward. Every child should receive verbal feedback on a regular basis. During learning walks and observations, children will be expected to discuss such feedback and how they are improving their written work.

OPTIONAL: Whole Class Marking Feedback Record

To aid teacher assessment and to inform future planning, a record sheet can be kept for one, or a series of lessons leading towards the same expected learning objective. The teacher scans/checks the work during or after a lesson from children's books, makes notes on what has often been misunderstood, and runs through the common misconceptions with the whole class in the next lesson.

Following this, time is given to the children to look over their work and correct their mistakes using self-assessment or peer assessment strategies.

See the Appendix for an example of a 'Whole Class Marking Feedback Record' to use.

2. Teacher Assessment and Marking

Learning Objectives should be made clear to the children in each lesson. The children should have a clear understanding of the expectation of their work using success criteria. The Teacher will assess each child's work against the learning objectives and success criteria that is agreed and shared with the children in lessons. Where appropriate, teachers may comment on aspects such as: presentation, attainment, progress and effort.

Written work produced in books should include teacher assessments which follow the marking and feedback policy guidelines. Work needs to be marked regularly and timely, so the child is aware that the outcome of every task is considered to be important and their effort is valued.

See Appendix for teacher's Marking and Feedback Guide, and a document for use in the front of pupils' books/display.

Effective Marking and Feedback involves:

- Rewarding and encouraging effort, progress and attainment
- Helping children / parents / other adults understand their work and achievement
- Providing feedback to children on their progress
- Identifying individual children and groups of children that have understood and achieved the learning objective
- Communicating to children / parents what the next steps are
- Challenging children's thinking
- Informing teacher's judgements when assessing
- Gathering information to support future planning.

The following **marking scheme**, using coloured highlighters will show children their achievements and where they need to improve.

PINK = PRAISE Highlighting achievement against the Learning Objective / Success Criteria.

GREEN = GO Highlighting where the children need to move onto next to improve.

Using the Highlighters:

- Highlight the Learning Objective PINK for achieved or GREEN to continue to work towards.
- Highlight in pieces of work - PINK = PRAISE, for excellent examples linked to the learning objective/success criteria.
- Highlight in GREEN = GO, to show an area to improve, practise or develop as a next step, e.g. re-write the sentence, spellings, incorrect calculation, explanation.
- You should generally have more pink than green highlighted.
- DO NOT tick or mark answers using pink / green highlighters.
- You DO NOT always need to highlight a green area to develop.

Spelling: Depending on the needs of the child, the adult may underline with a highlighter a few incorrect spellings or grammatical errors. For younger children the correction can be written, for older children, corrections can be made themselves as part of editing/self-assessment. Opportunities to practise these spellings should be encouraged.

Calculations: Children's calculations and problem solving can be marked in black pen. Next steps, small errors or excellent strategies can be highlighted.

Comments: Brief comments and key words can be written to acknowledge observations, effort, and knowledge and understanding of the work. Teacher/adult comments and any ticks should be written in a **black pen**. Comments should be written clearly in legible handwriting that models school policy and presentation expectations. See Appendix for document showing the school handwriting font used. All adults other than the usual class teacher / regular PPA teacher / HLTA should initial their comments. If support has been given, adults should indicate the level of support provided to the child (ratio), e.g. 1:1, 1:6, and the staff member's initials. See Appendix for symbols used.

Comments should be **clear, to the point and easy for the child to understand.**

Next Steps: Next steps for a child to work on should be indicated with a **green arrow icon** next to it, e.g. □. Next to this, a **green bubble** should be used to highlight around the written next step. Children should be aware of their next steps and be encouraged to identify their own next steps for learning.

For POSITIVE written comments to praise, a **pink asterisk *** needs to be used.

RESPONDING to verbal and written feedback – if a child has had individual or whole class feedback/input, they should edit and correct their writing in response to the comments with a **green pen**. Children **MUST** regularly be given time to respond to the marking.

3. Self-Assessment

They should be taught to self-assess in a meaningful way and this should be moderated by the class teacher. According to a child's abilities the level and style of self-assessment will differ. Children's self-assessments can be made verbally, through a self-assessment grid, their own written comments, edits or corrections.

When children mark their own work, make edits or add useful comments, they should use a **green pen**.

RAG RATING

Children will RAG rate their **learning** by drawing a circle around the appropriate letter, near the LO (Learning Objective).

R = Red: I don't understand and haven't achieved the LO yet, so need more practice.

A = Amber: I have started to understand but haven't fully achieved the LO, as I found it tricky.

G = Green: I fully understood and am confident that I have achieved the LO.

There is a RAG Self-assessment poster for display in each classroom / for use at the end of lessons on the IWB.

4. Peer Assessment

Children should be taught to peer-assess in a meaningful, thoughtful way, against the learning objective/success criteria. All peer assessment should be moderated by the Class Teacher. Peer assessment may follow the same procedure as self-assessment. It is mainly used in KS2. When used in KS1, this is scaffolded, e.g. using an assessment grid (see Appendix). In KS2, the children should initial (or name) their peer assessment to identify who has assessed the work, using a **green pen**.

Appendices

Appendix A: Our RAG Rating Self-Assessment Poster

Appendix B: Pupils Marking & Feedback Outline

Appendix C: Teacher's Marking & Feedback Outline

Appendix D: Teacher's whole class marking sheet

Appendix E: Handwriting lower-case and capital letters cursive alphabet

Appendix F: KS1 Peer and self-assessment grid example

Appendix G: KS1 How to take pride in your workbooks

Appendix H: LKS2 How to take pride in your workbooks

Appendix I: UKS2 How to take pride in your workbooks