

"I AM THE LIGHT OF THE WORLD. WHOEVER FOLLOWS ME WILL NEVER WALK IN DARKNESS, BUT WILL HAVE THE LIGHT OF LIFE." JOHN 8:12



ST. PETER'S CE PRIMARY



Pride



Effort



Teamwork



Empathy



Respect



Spirituality

LIKE ST. PETER, WE BUILD UPON THE ROCK OF JESUS TO ENABLE US TO SHINE: ACHIEVING OUR GOD GIVEN POTENTIAL AND LOVING OURSELVES, OTHERS, THE WORLD AND GOD.

firm foundations, shining bright

ST PETER'S CE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY 2023/24

Date Adopted: 26.09.23

Date of Review: November 2024

Committee: Full Governors

Purpose of marking and feedback

We should always start by asking ourselves, 'why are we giving this feedback?'

There are two main reasons:

- To motivate the child and improve learning by promoting more opportunities to practise, self-correct and collaborate or work independently
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Strategic marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that Strategic marking and feedback is the most important factor in pupil learning, so this policy is crucial for the school.

Our Approach

Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgement needs to be based on what will most positively impact that child's progress and learning. In adopting this approach, it is clear that the skill of the teacher is paramount. Additional guidance for new members of staff is essential if this policy is to be successful.

Feedback and marking in the Ofsted framework

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment.

However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its policy. Marking and feedback should be consistent and may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Aims

We aim to:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forwards.
- Plan for how pupils will receive and use feedback
- Provide consistency and continuity in strategic marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the Strategic marking system as a tool for formative on-going assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their efforts and achievements.
- Create a dialogue which will aid progression.
- To help pupils evaluate their own progress
- Develop children as independent learners
- To support pupils so that they are able to give and receive feedback

Purpose

Our school philosophy stresses the value of each individual in our school community. We seek, through our strategic marking and feedback policy, to agree on consistent ways for teachers to respond to pupils and for pupils to be able to understand and respond to the way in which work is marked. By achieving this we will be enabling the recognition of achievement, attainment and effort.

Strategic marking should help:

- Teachers to monitor the performance of individuals and groups of pupils.
- Inform teacher assessment of pupils and identify next steps.
- Inform teachers planning.
- Enable pupils to appreciate their own performance.
- Enable pupils to identify their own strengths, areas to develop and build on their learning.
- Enable pupils to identify clearly what next steps they need to take to make further progress.
- Reward the effort of pupils.
- Motivate pupils by showing that their work is valued.
- Develop pupil's independence, ability to review and self-correct
- Develop pupil's ability to collaborate so that they can give and take feedback

In the moment feedback and the importance of verbal feedback

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a questions that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking and feedback - what does it look like in the children's books?

Early Years Foundation Stage

The foundation 2 staff will use marking in this book to help inform the context of each observation or piece of work. Where relevant we will include reference to the Foundation curriculum development matters. The codes used are as follows:

 Independent work	 Child initiated	VF Verbal feedback given	LOA Learning objective achieved
 Adult directed work	 Adult supported	CAP Capital letters	TA Teaching assistant
 Writing area	L→R Left-right text direction	 Finger space	SA Supply Teacher
 Number area	 Adult directed work		

All subjects:

The L.O. will be ticked in pen by the teacher, if the L.O. for that lesson has been achieved.

A teacher stamper celebrating particular pieces or areas of excellent work or understanding will be used to celebrate successes.

Factually incorrect or misunderstood information will be highlighted in yellow. This misconception will then be followed up verbally at the next opportunity with either the class or individual, as appropriate.

A team point is awarded to indicate a good piece of work.

KS1 & 2 Marking Code

- VF - verbal feedback
- S in a circle - support
- ST in a circle - supply teacher
- AT in a circle - associate/trainee teacher

KS2

- i in a circle - used for SEN children when appropriate to show independent work

KS1

- i in a circle - used when work is completely independent

English: Independent, extended writing

Children will be expected to edit their work at an age-appropriate level. In order to preserve the independence of an extended, assessed written piece, there may be no visible marking from the teacher on this work.

Green pen will be used by pupils for editing and reflecting on their writing.

For extended, assessed written pieces, a table which includes steps for success may be used by teachers and pupils to assess their work against the learning objective. This can be extended to include peer assessment. See Appendix 1 for an example.

English: Spelling and punctuation errors

KS1: Where editing time is given in lessons, skills are developed using the following process over Y1 and Y2, leading to the majority of children editing independently in their writing according to Y2 expectations.

- A yellow dot is put in place of the missing / incorrect punctuation, focusing on punctuation already taught.
- Maximum of 3 spellings highlighted, focusing on CEWs/phonics already taught. Children to correct in green pen. Correction progression:
 - Words written correctly at the end of work by the teacher for the child to practise.
 - Words to be corrected by child using word mats / on display
 - Words to be corrected by child using dictionary
- A yellow-highlighted dot at the start of the line is used for children to find and correct misspellings and punctuation errors.
- When ready, children are encouraged to check for errors and correct in green, prior to teacher marking.

KS2:

- Maximum of 5 spellings highlighted in yellow in a piece of work, if appropriate
- Yellow highlighter used to indicate when an error has been made or an opportunity has been missed. The class teacher will either provide oral feedback to the class or group regarding the error and/or give time for children to correct spelling in green pen during the next lesson.
- Y6 children are encouraged to be independent and self correct.

Codes for Y6

Year 6 children should be editing written work independently. To support this development, codes will be used to develop their editing skills.

Codes will be used in the margin, or next to the paragraph, not on the line where the error is:

CL - capital letter

FS - full stop

SP - spelling

P - punctuation

G - grammar

Maths:

Tick for correct and dot for incorrect work. To be completed in black when marked by adults; green when self or peer marked.

The class teacher will either provide oral feedback to the class or group regarding the error and/or give time for children to correct in green pen during the next lesson.

If feedback is in regards to an error, it may be shown in black through correction.

Monitoring and evaluating of marking.

Books will be monitored throughout the year by the Headteacher, Governors, subject leaders or members of SLT as appropriate.

Appendix 1

Year 1/2 (example only)

CAPS		? ! ' ,			Adverb -ly

		AB ! ?		
Finger spaces	Correct letter size and shape	Punctuation	Word choices	Read to an adult

Year 3/4 (example only)

Checklist	
CAPS	
. ! ?	
Commas in lists	
Tense is correct throughout - past and present	
Apostrophes for contracted forms, e.g. don't, can't, couldn't begin to use to show possession, e.g. Mrs Cookson's classroom	
Adjectives, e.g. deep blue sea	
Adverbs, e.g. quickly, gently, quietly, fast	
Expanded noun phrases, e.g. The dog sat down x Clumsily the chocolate brown labrador sat down ✓	
Coordinating conjunctions, e.g. or, and, but, so	
Subordinating conjunctions, e.g. when, if, that, or, because	
Cursive writing	
Y1/2 common exception words are spelt correctly	

Year 5/6

Checklists are rarely used in Y5/6 as they are discouraged for independent writing in the end of Year 6 Teacher Assessment Frameworks. Children are encouraged to peer assess or self assess their work against success criteria that is either generated by the class or using the criteria from the Working Towards, Expected Standard or Greater Depth criteria from the [Teacher Assessment Framework](#) (linked here)