



Feedback and Marking Policy

2023-2024

Mission Statement

Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

Love of others

Love of self

Love of learning

Policy review date- January 2024

Person Responsible- All staff

Ratified by Governors- February 2024

Review date- February 2025

Introduction

At Sacred Heart Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, Manageable and Motivating**.

New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Marking and Feedback in Practice

Not all work should be, or can be, marked in depth. The use of meaningful self and peer assessment does lighten the marking load and enriches the dialogue between teacher and pupil about the pupil's learning.

Marking in school will be one of the following, and where possible, live marking is the preferred way of giving feedback to children.

1 – Immediate – Live Marking

- Often given verbally for immediate action (**VF** – with a brief comment)
- May re-direct the focus of the teaching or task set
- May include annotations following our school's marking code
- Any marking is completed alongside the children and is quick

For example: 'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

2 – Summary

- Takes place at the end of a session or activity
- Provides an opportunity for evaluation of learning in the lesson
- May be peer or self-marked (**red pens**)

3 – Review

- Takes place away from the learning
- May involve written comments for the pupils to respond to
- May be whole class feedback to which pupils use their editing pens to add value to their work (**red pens**)
- May lead to targets being set for pupils' future attention or immediate action (**recorded by teachers**)
- Provides teachers with opportunities for assessment
- Leads to adaptation of future planning

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. As a school, we place considerable emphasis on the provision of immediate feedback. Excellent work should always be acknowledged with House points/ gems in a jar or a Headteacher's award.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and codes. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

Written marking and comments should be used where meaningful guidance can be offered when it has not been possible to provide immediate feedback during the classroom session. Review marking will only lead to written comments for those children who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on

extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.







Depth of Marking





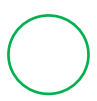





All Subjects	Books marked where no immediate-live marking has taken place. Marking symbols used where appropriate. LI highlighted in green if achieved or a broken green line if not achieved. In practical elements of subjects such as Art, DT, Music and PE, there is a recognition of the importance of verbal feedback, which can have a significant impact on progress and attainment.
Extended writing	The children will assess their work against a success- criteria and be given the opportunity to edit prior to marking, particularly at the draft stage. Marked in depth using agreed symbols. Children respond to marking and edit their work further.
Maths	Self- marking by KS2 children using red pen. Reviewed by class teacher and LI highlighted in green if achieved or a broken green line if not achieved (in red maths book and Power Maths textbook) Marking symbols used where appropriate. Children respond to marking and feedback. Misconceptions are addressed.
English	SPAG starters may be marked by KS2 children using red pen. Reviewed by class teacher and LI highlighted in green if achieved or a broken green line if not achieved. Marking symbols used where appropriate. Children respond to marking and feedback. Misconceptions will be addressed.

At Sacred Heart, we adhere to the following codes when marking work. All staff will mark in green pen and children self-mark, correct, edit and improve their work with red pens.

Guidance for using codes

All codes should be in the margin or above the error depending on the age and ability of the child.

	Tick purposefully positive elements so that the children know what the tick is for/ correct answer
	To indicate an incorrect answer
	Write VF in the margin followed by a comment. Immediate impact should be seen afterwards
	R in the margin when a resource has been used followed by the name of the resource e.g. word bank, number line, Base 10
	Independent work
	S in the margin next to the part or question which required support or S in the margin at the end of the piece of work to show the majority of the work was completed with support

	<p>When choosing spellings start with phonic spellings e.g. choosing the wrong grapheme, then high frequency words from previous and current year groups and finally any spelling rules which have been taught.</p> <p>Using SP</p> <ol style="list-style-type: none"> 1. Depending on the age/development of the child the correct spelling may be provided for the child to copy 2. Underline grapheme which is incorrect 3. Underline word (so that the child has to figure out which part they have wrong.) 4. SP only in the margin (so that the child has to find the mistake within the sentence) 5. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation
	<p>G in the margin or above the error for a grammatical error</p> <p>Using G</p> <ol style="list-style-type: none"> 1. Underline the part which is incorrect 2. Underline word (so that the child has to figure out which part they have wrong.) 3. G only in the margin (so that the child has to find the mistake within the sentence) 4. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation
	<p>This indicates a capital letter is needed</p>
	<p>This indicates a full stop is needed</p>
	<p>Using O (circle)</p> <ol style="list-style-type: none"> 1. O to show where the punctuation should be or around the incorrect punctuation mark 2. O only in the margin (so that the child has to find the mistake within the sentence) 3. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation
<p>Keep up Work</p>	<p>Keep up or intervention has taken place. Followed by initials of staff</p>
	<p>This shows an improved word is needed</p>
	<p>This shows a word is missing</p>
	<p>Next step/ challenge</p>
	<p>Highlight section or sentence for the child to up level</p>
	<p>Purple dash shows work relating to a child's SEND target sheet has been completed</p>

Editing

For editing to work well, children have to be responsible for changing and improving their own work. Children have the opportunity to respond to marking and feedback at the start of each lesson. In extended writing, use of success criteria allows the children to independently edit and improve their work. The teacher will undertake in-depth marking in the draft phase so that further editing can take place before the publishing phase.

Children need the correct resources to edit effectively. Word mats, dictionaries, editing flaps, red pens and age-appropriate editing prompt cards should be visible and accessible.

Spelling

Spellings and how to mark them can create difficulties. As a general rule, teachers should identify the incorrect spelling for the child and then the child will write the correct version (see steps above). In work where there are many incorrect spellings, then up to 5 common errors should be identified. These should link to the previous common exception words and/or spelling patterns that have been covered. These will be the child's target words and will be written on a personalised bookmark or their own personalised word book. Positive praise and incentives can be used to encourage the child to correctly spell these words in their work. New spellings will be allocated once the child is successfully using their personalised spellings in their written work.