

## Marking and Feedback Policy

St Mary's School will ensure the highest quality of education for its pupils. The academic, physical, spiritual and moral education of the children will be developed to the highest level in accordance with the teachings of the Catholic Church in an environment of mutual respect.

### Mission Statement

**Together we journey with Jesus, inspiring each other to learn.**

Marking is an integral part of assessment. At St Mary's we aim to provide a system of marking that is effective and efficient in promoting learning. Different subjects and different age groups are catered for in different ways. Marking **will inform planning, be diagnostic** and enhance children's learning by **offering guidance on how their work can be improved.**

### Aims of marking and feedback

To provide a positive ethos where children are helped to see areas for improvement and errors in their work as part of their learning processes.

To provide quality marking allowing pupil self- assessment where the child can recognise his/her difficulties and mistakes and encourage them to accept help/guidance from others.

To encourage children to read through their work before presenting it to be marked. This is a strategy to develop self-reflection and self-evaluation against the shared learning objectives.

To provide verbal and written feedback which considers children's motivation to learn and self-esteem.

To ensure pupils understand which elements of their work are successful, which need improvement and what to do next.

To structure advice and guidance to enable children to understand what they need to do to improve.

Provide feedback for EYFS and younger pupils mainly through verbal interaction, easily understood symbols and simple comments.

## General Guidance

### EYFS and Y1

The majority of feedback should be given as instant verbal feedback or as soon as possible to ensure it is useful and helps pupils understand how to improve. When written comments are made, a purple marking pen is used. Comments should be progress related and clearly explain how a child can move their learning forward.

A pink pen may be used for the easy identification of errors or to underline work that needs improving.

#### *'Pink to make you think'*

Exceptional aspects of work may be double ticked in purple:

#### *'Perfect Purple'*

Merit stars, motivational stampers and stickers are also used to reward and encourage good effort.

Stampers may be used to indicate:

- Teacher assisted work
- Independent work
- T.A. assisted work
- Objective achieved

A stamper will be used to indicate whether the child has achieved the learning objective.

The use of erasers is discouraged because incorrect answers can be useful for diagnostic purposes. Mistakes are considered part of the learning process and children are taught not to be scared of making mistakes.

### Maths

\_\_\_ under a reversed number

✓ correct computation

**X** needs correction

Children are asked to check their own calculations before the teacher.

### English and Foundation Subjects

Children are encouraged to read through their work before the teacher marks it. Children will occasionally self-mark against success criteria and writing targets. There is the opportunity every week for extended writing and response time.

### Y2 and KS2

#### Maths

In addition to the guidance set out for KS1, children should now self-assess their work against each lesson objective using a traffic light system.

- – 'I need more help'
- – 'I'm nearly there'

● – ‘I understand this’

It may now be appropriate for children to occasionally mark their own work, using a green marking pen, with guidance from the class teacher. Written feedback may also be given in the form of short comments or questions to further challenge a pupil or make a check of their understanding.

English and Foundation Subjects

In addition to the guidance set out for EYFS and Y1 the following symbols are used:

**Underlining or Sp** indicates a spelling mistake (age appropriate high frequency words)

**X 3** Use the ‘look, cover, spell, check’ method to practise the highlighted spelling three times.

**Λ** Omission

// Paragraph needed

**FS** Full Stops omitted – please correct

**CL** Capital Letter omitted – please correct



See class teacher for verbal feedback



Verbal feedback given



Good progress / use of skills



Excellent progress / use of skills

Longer, detailed written feedback will be given in response to extended writing every week.

Children will use a green marking pen to make corrections and improvements to their written work. Peer marking may also be used where appropriate.

**RE**

Marking in RE also uses a traffic light system by the child and teacher against the focus of the lesson. Written feedback is given in order to move children on and give progress indication within the current level. All staff have progress indicators to support marking within a level for both Attainment Targets in RE. Driver words support learning and marking in RE.

**Conclusion**

- We understand that teachers have a secure understanding of the age group they are working with and recognise the different strategies needed to enable pupils to make good progress and achieve well.
- We recognise that for primary aged pupils this is often as a result of verbal feedback.
- We encourage the use of appropriate written marking that is useful and necessary for guidance and progression.

Over time a child’s book will become a valuable record of progress and achievement, enabling teachers and pupils to track targets and success criteria and assess to share progress made.

Marking is a powerful tool and must feed in to future lessons, be part of individual, class and group targets and form evidence for assessment and reporting. Marking should be as much about the learner taking responsibility and ownership over their work, as it is about gathering evidence and making judgements.

## Presentation Guidance

Maths & Science & Foundation Subjects – numerical date

English – written date

We have high expectations for presentation of all work across the curriculum, which are made clear to all children by adults in school.

### EYFS & KS1

The teacher will note the learning objective. Children will record the date and a short title where appropriate. Year 2 children will work towards underlining their titles with a ruler by the end of the year.

All work is presented using a handwriting pencil.

In maths books, children are encouraged to record one digit in each square.

### KS2

Children in Y3 and Y4 will record the date and key words from the learning objective. By Y5 and Y6 there should be an expectation that children will record the date and learning objective independently. Titles will be recorded where appropriate and should be underlined with a ruler.

Learning objectives are written using the acronym: **WALT** We Are Learning To .....

Neat presentation is expected and the use of clear, joined handwriting is rewarded with a 'pen licence' in KS2. Children will continue to use a pencil in their maths books.

Children are encouraged to put a small 'x' by mistakes or to draw a neat line through errors.

Any worksheets should be stuck neatly into books; flat and not folded where possible.

Signed ..... Head Teacher

Signed ..... Chair of Governing Body

## Review Spring 2024