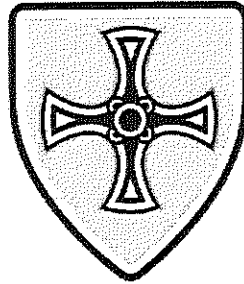


# *St Cuthbert's RC Primary School*



## *Effective Marking and Feedback Policy*

At St Cuthbert's we live and learn in faith and love,  
through Jesus's teachings.

Our school is a place where we can grow as a family,  
helping each other to lead full and happy lives.

Love to learn, learn to love

Consultation that has taken place	September to October 2020		
Date Formally Approved by Governors	4 <sup>th</sup> November 2020		
Date policy Became Effective	5 <sup>th</sup> November 2020		
Review Date	Nov 2021		
Person Responsible for Implementation and Monitoring	HT ✓ CES	Governors ✓ LA	School ✓
Source of Policy			

Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?), How am I doing? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?)"

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. At St Cuthbert's, it will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

## 1. Intent

The intent of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work, in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback are integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aim to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## 2. Processes

**Four types of marking and feedback occur during teaching and learning at St Cuthbert's:**

- i) **Teachers' will consider intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and/or enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) **Marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii) **Quality marking**, in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work via the use of a Success Criteria.

### 3. Non-negotiable Procedures for Marking

All marking is to be carried out in red pen by the teacher and in a purple pen by the teaching assistant (TA).

All marking is to be done in a clear legible hand, aligned to the school handwriting script.

The marking code is to be followed in all cases.

The marking code should be accessible to all pupils in the learning environment (displayed on the wall).

All pupils' work is to be marked.

In English, at least one piece of work per pupil should be quality marked in depth per unit of work.

When identifying specific success, the respective work in the pupil's book will be identified in green highlighter. This can be accompanied by a green star, stamped beside the successful piece of work. When identifying an area for specific improvement the respective work in the pupil's book will be identified in pink highlighter. The corresponding comment will also be highlighted pink.

There will be a minimum of **one** identified specific area for both pink and green highlighting for each piece of work if required. In Mathematics, green highlighting will be used to identify when the pupil has exceeded expectations.

Feedback comments must be constructed to require response by pupils at an appropriate level of challenge, and such tasks must be completed by pupils in green pen.

When developmentally marking examples of writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than **three** spelling corrections for a piece of work will be given.

#### **Self-assessment**

Pupils will tick their success criteria in green pen. The success criteria should allow the pupil to self-assess against all aspects of his/her learning objective.

Pupils will tick if they feel they have achieved the success criteria and leave it blank if they do not feel they have achieved it.

Exit polls will also be used from Y2 to Y6 using coloured baskets/piles of books, green, amber and red (not all lessons).

#### **Peer to Peer review**

In Key Stage 2, children place the books one on top of the other and read/ check each other's work giving feedback. In Key Stage 1, Year 2 -this technique is used in the summer term only.

#### **Responding to comments**

Pupil response to comments should be made in green pen - so that it is clear they have been completed. Response should be made as soon as reasonably possible in order to support pupils effectively.

#### **Rewards**

As adults in school we want to recognise good work with stickers, stamps etc. Specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

## **4. Procedures in greater detail**

### **The Frequency of Marking**

All pupils' work is to be marked by the Teacher or TA. No work should go unmarked. If self-assessment or peer to peer marking has taken place, this should be checked by the Teacher or TA before the next lesson in order to identify any misconceptions. Preparation work including text maps, plans and drafts in English and jottings, should be collated in pupils' books. This may be in the form of photocopies of wipe boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

In English, all pupils should have at least one piece of work quality marked by their teacher per unit of study. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. The overseeing of such a task may be carried out by another adult other than the class teacher.

In the Foundation Stage, the marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in the pupil's learning journal, and as the Foundation year progresses directly onto recorded work as appropriate. A green star is used to highlight where a pupil has met the learning objective and pink highlighting is used to identify next steps.

### **Marking techniques**

The 'Draw the line' technique will be used in Year 2, and KS2 if it is identified that pupils need to correct work during the lesson. After the line has been drawn, the pupil will restart work if it is a short piece or continue ensuring corrections are addressed if a longer piece. This technique will be more evident in English books (Y2-6). At the start of the autumn term, if a child makes a mistake, a line will be drawn. A conversation will be held with the pupil on what he/she needs to do to correct his/her work. As the academic year moves on, this will reduce as the pupil becomes more aware of the mistakes he/she makes and is able to correct themselves or following advice from an adult.

For the transition term in Year 1 (autumn term) errors will be highlighted in pink.

All work will be marked by the Teacher in red pen or the TA in purple pen. Pupils will complete corrections in green pen. Pupils should not respond to a comment with comments such as okay and thanks.

### **Marking of spelling during writing tasks**

In Key Stage

Year 1- the word is highlighted in pink and the 'SP' code is placed at the bottom of the page with the correct spelling for the pupil to record three times.

Year 2- the word is underlined in pink and the 'SP' code written above the incorrect spelling, the correct spelling and 1,2,3 is written in the margin for the pupil to record the correct spelling three times.

In lower Key Stage 2

Year 3- the level of clues will be differentiated. For pupils working at the lower level of ability, the word will be underlined in pink using the 'SP' code written above the incorrect word, the correct spelling will be recorded in the margin for the pupil to record three times. For all other pupils, the word will be identified by a pink underline and using the 'SP' code placed in the margin for the pupil to find the error and record the correct spelling three times.

Year 4 - the word will be identified by pink underline and using the 'SP' code placed in the margin for the pupil to find the error and record the correct spelling three times.

In upper Key Stage 2

Year 5 - for pupils working at the lower level of ability and SEND pupils, the word will be identified using a pink underline and the code 'SP' written in the margin for the pupil to find the error and record the correct spelling three times. For all other pupils, the code 'SP' will be recorded in the margin next to the line containing the incorrect spelling. The pupil will have to identify the mistake independently and use a dictionary to find the correct spelling, and record three times.

Year 6 - During the autumn term, the code 'SP' will be recorded in the margin next to the line containing the incorrect spelling. The pupil will have to identify the mistake independently and use a dictionary to find the correct spelling, and record three times. From spring term onwards, the code 'SP' will be recorded at the bottom of a paragraph of writing or the page of writing depending on the ability of the child (medium/higher ability). For SEND pupils, the words are underlined in pink with 'SP' written in the margin for the pupil to record three times.

Success criteria / steps to success stickers are used in lessons to support pupils to identify their successes. Green stampers and green highlighters are used to identify good work. Errors identified in work are highlighted in pink.

In EYFS, adult led activity sheets are used for English and Maths. Children marked green have understood the learning concept and children marked with pink indicate that consolidation is needed. On Children's work a green star stamp indicates what the children have done well and a pink highlight shows where there are errors. Work on errors to be consolidated during the next session.

### **Marking of grammar during writing tasks**

In KS1, feedback on the use of incorrect grammar is given as verbal feedback in most cases. If the correct use of grammar has been a learning focus of the lesson, the incorrect use would be underlined in pink.

In KS2, in all year groups, incorrect grammar is underlined in red pen by the teacher or purple by the teaching assistant.

## **Marking of punctuation during writing tasks**

In KS1, punctuation is highlighted in pink.

In lower KS2 (Year 3 and 4) - incorrect punctuation is circled in red pen by the teacher or purple by the teaching assistant.

In upper KS2,

Year 5- incorrect punctuation is circled in red pen or purple by support assistant (autumn term only), from spring term write P in the margin for children to find the incorrect punctuation.

Year 6- write P the margin for children to find the incorrect punctuation.

## **5. Giving effective feedback to pupils**

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils, so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

**Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by success criteria or challenge target set for the individual.

**Specific Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved.

**Specific Extension** feedback identifies where further understanding can be explored via challenge, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

Be positive, specifically identifying what has been done well (highlighted in green).

Identify an area for specific improvement followed up with an improvement task (highlighted in pink).

Identify a specific area for deeper investigation/ extension of understanding (challenge activity).

Well-constructed feedback tasks prompt effective response from pupils so as to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

## **6. The Frequency and Nature of Pupil Response to Feedback**

Work that is marked requires a response from the pupil in green pen.

Pupils are to tick their Success Criteria and respond to any feedback/challenge in green pen. In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process

will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this. Likewise, tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

#### **Acknowledgement of response**

This should be in line with the marking policy and provide an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through challenge rather than feedback and response.

### **7. Role of other adults supporting**

TAs may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy.

**Students in school** are required to follow this policy as appropriate, however the class teacher is also required to check and initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Deputy Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

### **8. Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

Likewise, the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

### **9. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

### **10. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher, SLT leads and subject leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

## 11. Assessment Prompts

LO- Learning objective

 Green highlighting = specific success

 Pink highlighting = specific improvement needed/wrong answer

✓ teacher ✓ teaching assistant- Correct

SP - Spelling

\_\_\_\_\_ underline in red means incorrect grammar (KS2 only)

○ circle means incorrect use of punctuation (KS2 only)

// - New Paragraph

GF - Group Feedback

VF - Verbal Feedback

CF - Class Feedback

IF - Individual Feedback

Supply- Supply Teacher

HLTA - Higher level Teaching Assistant

TA - Teaching Assistant



**S- Support**

**I - Independent**

**SC - Success Criteria**

\*Success Criteria in KS1 is called  
Steps to success\*

<u>Success Criteria</u>	<u>Me</u>	<u>Teacher</u>
To include facts when being objective.		
To include opinions and assumptions when being subjective.		
To comment on appropriateness for being objective or subjective.		

## 12. Marking during the COVID -19 Pandemic

In order to reduce the risk of transmission of infection, Teachers and TAs should follow the guidance in the school Covid-19 Risk Assessment with regards to marking of pupils' work. Where possible, Teachers/TAs should display answers using the interactive boards for pupils to self-mark using their green pen. Examples of good practice should be shown (using interactive board/ board) to provide guidance to other pupils. Examples of work that can be improved should be shown (using interactive board/board) and the teacher and class should work through together in an effort to improve the piece of work. Governors recognise that this is not always possible, especially with younger pupils, therefore when teaching staff/TAs/PPA teachers/supply teachers need to mark or check progress in books, they must wear gloves to reduce the risk of transmission of infection. Where possible, books should remain in school at all times.

When the Senior Leadership Team are monitoring progress in books, they too will wear gloves when handling books. To ensure a minimum of 48 hours quarantine, the books will be checked on a Friday and returned to classrooms on a Monday.

This policy was approved by the Governing Body on 4 Nov 2020

Signed ..... P. Bodmass .....