



All Souls' Catholic
PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

February 2023

All Souls' Catholic Primary School

Marking & Feedback Policy

'Christ is our Light'

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive verbal or written feedback acknowledges attainment and progress, promotes positive attitudes and behaviour and leads to an improvement in standards.

The implementation of this policy is the responsibility of all teaching staff. The marking policy provides a common framework within which all teaching staff can work in order to ensure that the marking of children's work will be positive, clear, productive, in an accessible format for the pupils and a manageable task for staff.

The marking policy is an integral part of all school policies. In particular, this policy correlates with the policies for assessment, recording and reporting, handwriting & presentation and specific curriculum subject policies.

Aims

The aims of this policy are:

- To ensure that marking contributes to the school's drive to raise the achievement of all pupils
- To promote high quality marking throughout the school.
- To ensure that children's work is marked fairly and consistently throughout the school using the established criteria as agreed by all teaching staff and available to the pupils.
- To ensure that children are aware of the purpose of the activity and that marking is consistent with the learning objectives of the lesson.
- To provide children with the opportunity to work and acknowledge progress towards their specific subject targets.
- To support the school's approach in providing children opportunities for deep thinking
- To ensure that all work that is recorded in curriculum books is acknowledged and valued and that progress and achievements are celebrated.
- To involve children in the critical scrutiny of their work, identifying their success and areas to improve or develop.
- To ensure that teachers are adequately prepared for the assessment and moderation of writing.

Purpose

At All Souls' we believe that marking is:

- A key tool in allowing teachers to evaluate the content of lessons as well as the performance, progress and achievement of individuals and groups of pupils which feeds into future planning and differentiation.
- A means for teachers to develop and sustain positive relationships with pupils.
- An essential part of the learning process and an important way of informing pupils of expectations of both the content and presentation of their work.
- Of benefit to pupils, teachers and parents by providing a diagnostic check on children's grasp of the purpose and concepts involved in their work.
- An effective way of helping pupils to recognise and focus on their curriculum targets.
- An important way of celebrating and demonstrating the value of children's work and ensuring that children of all abilities and needs take pride in and consider their work valued.
- Able to assist in providing evidence of attainment when it is completed against National Curriculum level descriptors within specific subjects.
- Not a task that should overburden teachers or impede their ability to concentrate on planning.

Implementation



Foundation Stage



- In Nursery, feedback will predominantly be a verbal dialogue between the adult and child.
- In Reception, feedback will generally be given verbally. Where appropriate, this will be reinforced with a written comment where children have exercise books.
- Most of children's work, progress and development are recorded using the online platform 'Tapestry'. Evidence of achievements here are recorded in the form of images, videos, audio and typed comments. Members of the Early Years team use a balance of these to document a child's development, achievement of key milestones and to identify next steps. Tapestry is equally accessed by parents who are encouraged to keep up-to-date and contribute towards the record of children's development in Tapestry.
- Stickers or other reward systems should be implemented to celebrate work of high quality, based on the abilities and skills of individual children.
- Where appropriate, to provide a basis for the implementation of standardised marking symbols across KS1/KS2, a tick may be used to indicate that the teacher has seen the work/the work is correct, and smiley face symbols may be used to indicate that the teacher is pleased with the work. This will be the case in RE and where children are deemed ready to record work in exercise books.

KS1 / KS2

- Marking will be completed clearly and legibly in a contrasting colour to the pupil's work. If a teaching assistant has covered a lesson, they are not obliged to mark work – but the work must be acknowledged. Priority will be given to the marking of RE, Maths and English Writing as the information gained from this marking is most likely to impact future planning in these subjects.
- Work completed in RE, English Reading, English Writing, Maths, Science, Geography and History All pieces of work will be awarded a grade from A-E, indicative of the standard of the work that had been completed, to the following criteria:
 - A – an outstanding piece of work (5 house points awarded)
 - B – a good/very good piece of work (1 house point awarded)
 - C – work is acceptable, although the child is capable of much more
 - D – the work is below what would typically be expected for the child
 - E – the work is unacceptable and needs to be repeated during a break/lunch
- Grades are relative to a child's ability and more indicative of the effort put into the work than the actual attainment – i.e. all children should have the same chance of achieving a grade A.
- In addition to the grade, teachers can use other symbols and codes as shown on the "Marking and Feedback record" and as detailed later in this policy
- Aside from these marking symbols, there is no compulsion for teachers to add written comments to every piece of work. Teachers should use their professional judgement to decide where written comments could be used to significantly enhance learning.
- *Where a child is awarded a grade 'C' or lower, however, the teacher should ensure that the child knows why they have received this grade and how it could be improved.
- Teachers are to use a range of strategies, as established within their class, to reward work which is of high quality for the pupil(s) in questions. This could include stickers, stamps, House Points, class reward charts/systems etc. at the discretion of the class teacher.
- High quality work should be celebrated, but equally, it should be communicated to pupils if their work falls below the standard expected for them.
- Any written comments should be concise and written in language appropriate to both the age and ability of individual pupils.
- Children in KS2 will have 'marking & feedback record' sheets placed in the front of their exercise books in RE, English and Maths. These are used to record children's grades for each lesson. In lower KS2 children are encouraged and supported in recording these grades increasingly independently so that, by Upper Key Stage 2, they are able to record these fully by themselves. Children in KS1, and in other key exercise books, the top half of this record sheet will be placed into the front of books as a reference for children to interpret the marking of their work.
- Teachers should not annotate pupils' work with organisation related comments e.g. 'pupil absent', 'attended mass today' or 'not complete because at guitar lesson'. Teachers are responsible for the overall provision of education and should be remedying such situations as opposed to making excuses.

- In some lessons it may be appropriate to build the marking of work into lessons where this can aid formative assessment and help to shape the lesson and learning for children.
- As well identifying through marking, teachers should ensure that misconceptions that children develop are discussed with them or action is taken to provide a remedy.
- Where appropriate, children should have the opportunity to self or peer-assess their learning. This should not, however, be in place of teacher marking.
- Although marking should be developmental i.e. that which promotes an increase in the pupil's knowledge/skills within a subject, teachers should also comment on the presentation of any work which exceeds or fails to meet the standard expected. In the case of the latter, the pupil should repeat the piece of work in question.
- Where a child makes a significant number of errors or repeats an error multiple times, marking the work as incorrect should, if possible, be avoided. In this instance, marking should direct the child on how to correct their work or indicate that verbal feedback will be given. Teachers should ensure that where marking cannot correct a child's misconception or lack of understanding, the child should receive dedicated support from an adult to move them forward.
- If work has been significantly scaffolded, guided or had input from adults, this should be identified within the marking so that it is not considered independent work.
- An agreed set of symbols to be used within the marking of work are as below. It is the teacher's responsibility to ensure that pupils are aware of and understand these symbols. A chart explaining the symbols (see appendix) should be displayed clearly in each classroom.

Symbol	Meaning	Used
	Teacher pleased with work (or unhappy for displeased etc.)	FS / KS1 / KS2
✓	Teacher acknowledges work / Work is correct.	FS / KS1 / KS2
X	Work is incorrect (Teacher to use own strategies for correction of mistakes) Where a significant number of mistakes are present, this should not be marked with multiple X's.	KS1 / KS2
<u> </u> (underline)	Incorrect spelling under the whole or part of word that is incorrect. An appropriate number of incorrect spellings should be identified in a piece of work dependent upon the age and ability of each child.	KS1 / KS2
	Placed in the margin next to a corrected spelling. The teacher uses this to indicate that the child must write out the incorrect spelling 5 times underneath the	KS1 / KS2

	work.	
	This symbol is used next to a mistake that a teacher wishes the child to repeat/correct. Corrections should typically be completed underneath the piece of work.	KS1 / KS2
	This symbol indicates that the handwriting or presentation of the work is below what is expected. If this symbol is used on two consecutive pieces of work, the work must be repeated until it meets the expected standard.	KS1 / KS2
p*	This symbol indicates that the presentation of work is of an exceptionally high quality (relative to the ability of the child)	KS1 / KS2
(circled)	Incorrect or missing punctuation (or capital letters) in written work / Point of mistake in maths (where appropriate, pupils given an opportunity to correct)	KS1 as appropriate / KS2
^	Word(s) / Phrases missing	KS1 as appropriate / KS2
//	New paragraph/line needed	KS2

Correcting of spelling

- Teachers should identify children's spelling errors in all subjects and pieces of work.
- The number and range of spelling mistakes corrected should reflect the age and ability of the child, and the subject/topic in question.
- HFW and topic related vocabulary should be prioritised as well as words related to spelling rules recently taught.

Staff Marking Book

All teaching staff have a school provided marking book. This book should be used by teachers whenever marking children's work and is used for the recording of notes and information related to the lesson and learning in questions which will inform future planning, assessment and/or intervention. Staff may keep notes about misconceptions that individual or groups of children are displaying so that these can be addressed. There is no school defined format for the recording of these notes so that teachers can best decide how they are used.

Monitoring

- Monitoring of the marking and feedback to children is an integral part of all individual subject and strategic monitoring and may be carried out through the scrutiny of work books and/or through discussions with pupils.
- It is the responsibility of all teaching staff to ensure that all marking is in accordance with the marking policy, however it is the responsibility of the senior leadership team to monitor and report to staff on the effectiveness of marking within specific phases within the school.
- It is the responsibility of subject co-ordinators to monitor and report on the standards of attainment and progress across the school within their subject. It is expected that the effectiveness of marking becomes an integral component of individual subject monitoring and development and as such forms a part of the feedback given to the Head Teacher and teachers as appropriate.

Appendix

- Posters indicating the marking symbols used across KS1/KS2 which are to be clearly displayed in each classroom.
- Marking & Feedback Record Sheet