

St Mary's Catholic Primary School



Marking and Feedback Policy 2023-2025

Legal Status:	Non Statutory
Last Review:	September 2021
Review date:	September 2023
Next Review:	September 2025
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person.

Signed by Head of School:

**“The most powerful single moderator that enhances achievement is feedback”
John Hattie**

Marking Policy

This policy outlines the purpose, nature and management of marking and feedback in our school.

Children require regular feedback on their learning. The process of marking (which is part of our formative assessment procedures) should be consistent and help to promote high standards of work. Children are entitled to have their work marked regularly and returned to them in a reasonable amount of time.

The Value of Marking and Feedback:

1. It enables the teacher to praise and give encouragement to children and to identify weak areas to improve. These can be translated into achievable targets.
2. It provides helpful feedback to children and parents.
3. It helps children to evaluate and improve their own work.
4. It aids in monitoring children’s attainment and progress and forms a valuable part of the assessment process.
5. It informs planning and teaching.
6. It provides opportunities to challenge and extend children’s learning.

Pupils should understand the marking procedures of the school and be involved in the evaluation of their work and the targets set for them.

Quality feedback includes:

- Verbal feedback
- Teacher assessment
- Self-assessment
- Peer assessment

Learning Objectives & Success Criteria

Learning Objectives and Success Criteria are planned and then shared and discussed with the children at the appropriate time during a lesson; these will inform what the teacher will focus on when marking and/or giving feedback. Wherever possible, children should engage with and contribute to the learning objective and the formation of the success criteria.

All staff should:

- Mark work regularly against the learning objective and success criteria.
- Keep marking up to date.
- Provide verbal feedback to children at appropriate times within lessons.
- Write a next step, which target areas for improvement.
- Teaching staff must mark using a green pen; support staff must mark using a black pen.

Children are encouraged to read through their work and self-correct before handing work in. Some work, when appropriate, is marked with or by the children. This work must be verified by the teacher.

Children are given time to respond to their teacher’s marking on a regular basis. When children respond to their teacher’s marking or edit their work in any way; this is completed in a purple pen. Children’s responses can vary depending on the subject and age/ability of child.

Senior and subject leaders monitor marking during regular book scrutinies.

Self and Peer Assessment

Children are taught to self-assess in a meaningful way, against the Success Criteria. All self-assessment should be moderated by the class teacher, where they either agree or alter the assessment.

In some lessons, children could identify their own next step.

Children are also taught to peer-assess in a meaningful way, against the Success Criteria. Again, all peer assessment should be moderated by the class teacher, where they either agree or alter the assessment.

Marking Code

Marking is carried out in green pen by teachers and black pen by support staff. This is the common marking code to be used across the whole school and should be referred to at various times in the year to enable children to evaluate, edit and improve their own learning and to ensure they fully understand the marking process used for their work.

The following signs will be adopted progressively through the school and used within reason, across the subjects, to identify the most important and consistent errors.

Spelling	Sp	in margin and word underlined
Capital letter	CL	in margin and word circled
Finger Space	FS	in margin on a line where finger spaces are needed
Punctuation	P	in margin; then add the missing punctuation
Omission	^	add the missing word into the piece of work
Incorrect insertions		cross out with one line
New paragraph	//	in necessary place
Dot	.	when a response is incorrect
Next Step	NS	use when writing a next step

VF – where written feedback has not been made the letters VF could be used. This indicates that the feedback was given verbally. There needs to be evidence of children responding to this VF so progress can be seen from the piece of work. Children may also write feedback from their teacher on a post-it note so that it can be transferred to a future lesson.

When marking, it is imperative that staff model cursive handwriting, as well as correct, grammar, punctuation and spelling.

Common spellings/high frequency words that are misspelt, should be written out in cursive script, three times by the child; after being modelled by the teacher.

Support Staff

Support Staff must use the same marking system to teachers, in black pen. When support staff are working with a child/group of children, they must mark this-work, giving a next steps comment. Teachers are accountable for the progress of all children in their class and therefore, must ensure they check support staff comments and add to if necessary.