Our Lady of Perpetual Succour

Catholic Primary Academy



**Learn to Love, Love to Learn**

Marking and Feedback Policy

Reviewed by Staff and Governors – September 2023

Next Review – September 2024

**Rationale**

The rationale for this Policy is:

* To ensure all work is marked in such a way that it promotes and supports each child to improve and move forward in their learning
* To support pupils to understand how they will achieve
* To develop each child’s self-confidence
* To raise pupil self-esteem
* To provide opportunities for self-assessment
* To ensure that children make at least expected progress and often better than expected progress
* To achieve consistency in the way that feedback and marking is provided across the school

**Aims**

Marking and feedback should:

* Relate to the Learning Objective (WALT) agreed at the start of the lesson
* Celebrate children’s successes, demonstrating their work is valued
* Provide meaningful feedback to the child to enhance learning
* Stimulate correction of errors or improvement in a piece of work
* Encourage children to become independent learners, evaluating their own work
* Provide opportunities for pupils to respond to marking
* Assist in the assessment of a child’s progress
* Support children’s next steps in learning
* Be consistent across the whole school

**General Guidelines**

* Children should always be made aware of the Learning Objective at the start of a lesson and teachers’ feedback about how well children have performed should always be in relation to the Learning Objective.
* Class Marking Books will be used for a large proportion of the marking. Pupils who have not met the Learning Objective or who need further support will be identified and receive further intervention.
* If individual questions are being answered in a child’s work, they should be marked with a tick or a cross.
* Work should be marked in **green ink** by the **teacher or teaching assistant.**
* Handwriting should be clear, neat and well-formed. The handwriting of adults is a model for the children.
* All pieces of Big Writing must be marked in detail.
* Each unit of work or topic should have at least one piece of work that is marked in detail.
* A Success Criteria must be used if pupils are completing a self-assessment.
* Marking in RE will differ slightly due to the RE driver words and the symbols used for AT1, 2 and 3. (See RE Policy)
* Opportunities for response marking in RE will be provided at least once per topic.

**Feedback and Marking**

**Types of Feedback and Marking in Foundation Stage**

Feedback and marking may fall into the following categories:

* Foundation 1 (Nursery) staff will provide verbal feedback to individuals, at all times, to address misconceptions immediately and give children the opportunity to have another go.
* Foundation 2 (Reception) staff will provide verbal feedback to the whole class, groups or individuals. This may be during the lesson or after the lesson when children are accessing the provision.
* Foundation 2 (Reception) pupils will be given opportunities to be actively involved in self-assessing their work.
* Verbal praise will be given when the Learning Objective has been met.

**Types of Feedback and Marking in Key Stage 1 and Key Stage 2**

Feedback and marking may fall into the following categories:

* Verbal Classroom Feedback

This could be to the whole class, groups or individuals, and will be within the lesson. Oral feedback will be based on how well the children are achieving the Learning Objective and may also give the children advice on how to become more successful.

* Written Feedback (in the whole class marking book)

This will give the Teacher and Teaching Assistant an overview of how well the whole class achieved the Learning Objective and will allow staff to identify those who require more support. It will also support to identify any misconceptions that may need to be addressed.

* Written Feedback (in individual’s books)

This will typically be more widely used in Years 3 – 6. This making will take place away from the child and will celebrate success in relation to the Learning Objective and offer opportunities to improve or strengthen their work.

* Spelling Corrections

If spelling corrections are required, a maximum of **3 spellings per piece of work** will be identified. Words chosen for correction should be in line with the child’s ability e.g. high frequency words, words containing sounds taught in phonics sessions, words with a recently taught suffix etc. In some subjects e.g. science, words highlighted for correction may include technical vocabulary pertinent to that subject.

Once a mis-spelt word is identified, the teacher will underline this word and write the correct spelling in the margin or at the bottom of the piece of work if it is a long word. The child will then copy the spelling, three times. If appropriate the child will use their purple response pen.

* Response Marking

All pupils should be provided with the opportunity to respond to marking and feedback.

Pupils will be encouraged to respond to their teacher’s marking using Purple Pen once appropriate.

Response marking will include spelling corrections (as above)

Response marking aims to challenge and further the child’s learning.

Pupils should have at least one opportunity to respond to a challenge question, per topic.

Response time will be given at the beginning of the school day or the beginning of a lesson.

* Self-Assessment

Opportunities should be provided for children to assess their own work against the learning objective/success criteria. During a lesson, or at the end of a lesson, children should be allowed time to reflect on their work and find evidence to show they have met the learning objective.

There may also be occasions where children mark their own work; this will always be checked by the Teacher or Teaching Assistant.

The different forms of feedback from Foundation 1 through to Year 6 will replace the writing of a long positive comment at the end of each piece of work, to help to reduce workload for staff. However, if a child has performed particularly well, the teacher may wish to acknowledge this by writing a positive comment at the end of this piece of work, celebrating the child’s success in their learning.

**Marking Symbols**

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| **Checkmark** | **Good work, evidence of the child meeting the Learning Objective** |
| **Checkmark Checkmark** | **Excellent work, evidence of pupils meeting the Learning Objective, exceeding the Learning Objective or recalling prior knowledge.** |
| **x** | **Incorrect answers to questions will be marked with a small x.** |
| **VF** | **Verbal Feedback has been given** |
| **Sp** | **A spelling correction has been identified** |
| **S** | **Child has been supported to achieve the Learning Objective** |
| **GW** | **The work completed was guided or completed as a group** |
| **CL** | **Sentence or word needs a capital letter** |
| **P** | **Sentence needs punctuation** |