



ST. THOMAS MORE CATHOLIC PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

MISSION STATEMENT

I have come so that they may have life and have it to the full - John 10:10

As a Catholic school, God is at the heart of all we do. We believe that each person is made in His image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the virtues in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

This policy must be read in conjunction with
the school's Assessment Policy

Date drafted: May 2024

Date ratified by the Local Governing Committee: May 2024

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INTRODUCTION

At St Thomas More Catholic Primary School, we believe that where Assessment for Learning (AfL) is implemented effectively, it raises standards of achievement across the board. We believe it contributes to 'Closing the Gap' (reducing the spread of attainment) while raising the 'bar' for everyone. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

Aims:

- To provide a consistency of approach in marking throughout the school.
- To enable staff to provide feedback to pupils linked to Learning Objectives (LOs) regarding the pupils' understanding and progress.
- To support teacher assessment, lesson evaluations and future planning.
- To facilitate pupils in taking more responsibility for their progress in order to raise standards.

Purpose of Marking and Feedback:

- To provide clear feedback to pupils about their progress including strengths of their work and areas for improvement to promote more effective learning.
- To encourage independent learning by providing children with strategies and processes to take responsibility for their own learning, moving it forward.
- To inform pupils what they need to do to improve their work and achieve their next steps.
- To encourage pupils to evaluate their own work, recognise their areas to improve and to seek guidance from others.
- To recognise, encourage and reward a pupil's effort and achievement.

General Guidance:

- The work that pupils produce in their books is self-assessed using the traffic light system. The teacher will then mark the work and pupil self-assessment with a comment to move their learning on – the work is not graded.
- Green pen should always be used so it contrasts sufficiently with the pupils' work and is consistent.
- Children should self-assess their work next to the objective using a traffic light system (green they understood, orange they needed some help, red they did not understand it). In KS2, children should comment underneath their work as to why they have self-assessed themselves at that level. This in turn will open a constructive dialogue with their teacher.
- Marking comments should be specific and related to the Learning Objectives (LOs) shared with the children by ticking their traffic light if you agree and commenting in green pen underneath the completed work. If they have met the objective, you need to provide a next step/s (using the arrow symbol). This is to move their learning forward,

not doing more of the same thing.

- Marking of the work should be completed as soon as possible after the completion date.
- Where appropriate, next steps in the children's learning should be made explicit.
- Comments should provide ideas for improvement and positive reinforcement as appropriate.
- If you have discussed the pupils work with them then this should be indicated in the pupil's book. The symbol VIP (in a circle) will be used to indicate that a Verbal Improvement Prompt has been given.
- House Points may be indicated in pupils' books with a capital 'HP' in a circle at the teacher's discretion.
- Errors will be dotted or underlined. A dot is a signal to the child to do a correction. Corrections are to be completed in purple pen and are to be written alongside the mistake, or underneath the completed piece of work, not over the top.
- Ticks or smiley faces may be used to indicate good work.
- Pupils may, when appropriate, self-mark and/or peer-assess. This should be completed in a purple pen in KS2 and KS1 where appropriate and will always be reviewed by the class teacher. Peer assessment will be initialled.
- Missing punctuation will be signified by putting the appropriate symbol alongside the error in KS1 and in the margin in KS2.
- Children are required to edit any work in purple pen in the appropriate place.
- Selected spellings may be underlined (age or theme related) and the correct spelling is to be written by the teacher. Children are to practise this word 3 times in purple pen.
- Pupils should be given planned time to read and respond to their marking, with support if necessary.
- TAs and supply teachers are to initial their marking.
- If a child is absent or misses a lesson for any reason, this needs to be written in their book.
- See the Visual Marking Policy (Appendix 1) for Key Stage specific guidance. These Visual Marking Policies are to be displayed in all classrooms (see Appendix 2 and 3 for posters).
- By way of support, staff could use the following openers to guide and support the pupil improve their work. e.g.

Reminder: 'Say more about'

Question: 'Can you describe how ...?'

Example: 'Can you think of an example to show what you are saying?'

Maths

In Maths, our marking and feedback expectations are as follows;

- In Maths, if calculation errors are encountered then the teacher may model a correct method.
- Children will have traffic lighted the LO following our RAG rating system.
- In KS2 children will also have highlighted whether they completed the Do It, Twist It or Deepen It, to self-evaluate the level in which they attained during the lesson (In KS1 the teacher/TA will do this as part of the marking process to help make accurate assessments)
- Teachers/TA's will then tick the RAG rating by the LO if they agree. A comment may

be made if the teacher/TA wishes, and HP may be given.

- If they do not agree then a comment or question will be asked/made to create a dialogue between the adults and the child.
- When mistakes have been made, at least one will be picked up on within a piece of work, and clarification, modelling of correction or asking to work through with an adult will be written in the book.
- During a lesson, if a verbal improvement point has been made to the child then VIP will be written in a circle.

Monitoring of Marking and Feedback

The consistency and quality of marking and feedback will be monitored by the Senior Leadership Team and Subject Leads in learning walks, drop-ins, lesson observations and book scrutinies. Evidence of these will be held by the Senior Leadership Team. Pupil Conferencing will be carried out to monitor Marking and Feedback.

Policy Consultation and Review

This policy was discussed and agreed at a staff meeting.

Marking Expectation- Writing

*Today, I worked in a guided group
with _____. I received
verbal feedback and live marking.*



- Six children are to be in a guided group with the teacher- sticker in book
- Six children to be in a guided group with a TA- sticker in book.
- Six children to be developmental marked after the lesson. All the lower 20% children, and pupils identified as More Able, need to be developmental marked in addition to this unless they have been in a guided group.
- Rest of the children to have the basics marked.

What this could look like:

	Monday	Tuesday	Wednesday	Thursday	Friday	Following Tuesday
Teacher	RE	Group 1	Group 2	Group 3	Group 4	Group 5
TA	RE	Group 3	Group 4	Group 5	Group 2	Group 1
Developmental Marking	RE	Group 2	Group 5	Group 4	Group 1	Group 3

Developmental Marking

- Green highlight- with a ruler- positive areas (could be linked to success criteria).
- Pink highlight – with a ruler- pink for think. There is an error here and the child will need to know how to improve.
- A next step for the children to do linked to their target.

Today, I worked in a guided group with _____ I received verbal feedback and live marking.



Today, I worked in a guided group with _____ I received verbal feedback and live marking.



Today, I worked in a guided group with _____ I received verbal feedback and live marking.



Today, I worked in a guided group with _____ I received verbal feedback and live marking.





APPENDIX 1

Progression in self-assessment by children against LO (Learning Objective) in ALL subjects:

- From Year 1 upwards, children to traffic light the Learning Objective
- *Traffic lighting is to be done neatly in coloured pencils as a small circle*

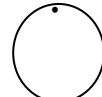
The Teacher then needs to tick the Learning Objective to show agreement with child's self-assessment and comment if they disagree. This can be indicated with the faces too in Year 1.

General	
	Child Initiated (EYFS)
	Verbal Improvement Prompt
	House Point
	Supported
	Capital Letter missing- child to add it
	Full stop missing- child to add it
	Word underlined means an incorrect spelling of an age-related or theme specific word. Teacher to write correct spelling and child to practise it 3 times.
	Next step e.g. can you now... (this can be linked to checking their work or providing a next step related to this work to show <u>progress</u>)
	Supply Teacher
	Teaching Assistant
KS2 (and Y2 where appropriate)	
	Comma missing- child to add it
	Semi-colon missing- child to add it
Other punctuation marks in circles	Punctuation mark missing- child to add it



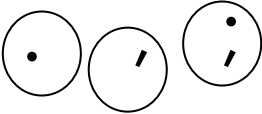
APPENDIX 2

KS1 MARKING AND FEEDBACK POLICY

	Verbal Improvement Prompt
	House Point
	Supported
	Capital Letter missing
	Full stop missing
	Spelling mistake Practise it 3 times.
	Next step – can you answer your teacher's question?
	Supply Teacher
	Teaching Assistant



KS2 MARKING AND FEEDBACK POLICY

	Verbal Improvement Prompt
	House Point
	Supported
	Capital Letter missing
	Punctuation mark missing
	Spelling mistake Practise it 3 times.
	Next step – can you answer your teacher's question?
	Supply Teacher
	Teaching Assistant