



St John Fisher Catholic Primary School Marking and Feedback Policy 2023-2024

Aims and Objectives

- To assess the learning of the children to inform adaptive teaching
- To feedback effectively, both verbally and through marking, during guided group activities, dealing with misconceptions and extending learning
- To ensure children are proud of what they have achieved and know why.
- To develop children's ability to self-evaluate and peer-evaluate their written learning.

Feedback principles:

Feedback should be given to:

- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.
- Motivate pupils

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Marking Rules

- Maths and English should be 'deep marked' twice a week
- Extended writing should be marked each day to support children in continuing the work
- Teachers should 'Live Mark' during lessons and give VF where possible
- Evidence of LO achieved during Live Marking by ticking LO
- Marking and feedback comments will be represented in different colour to that used by the children
- Children respond, using a green pen when a question has been set
- Marking may show if extra support or group work has taken place where not explicitly evident
- If there are common errors, these should be addressed as a whole class
- Children can self assess showing their understanding of the task by traffic lighting their work
- Symbols for attached marking guide may be used to support
- Simpler comments are to be written in KS1 and stamps and stickers to encourage children

Subject Specifics

Maths

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If a pupil is excelling at a particular task, provide them with a challenge
- Children to Self Assess for accuracy wherever possible

Writing:

- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Key spellings may be corrected, but this should be limited to 3
- Correct punctuation and grammatical errors appropriate to the objectives

Religious Education

- In RE, marking should reflect the deeper learning, with a related question where appropriate, this should be RE based and occur at every other piece.
- Marking may occur during the lesson to ensure that misconceptions are identified and corrected.

Marking Principles in non-core Subjects

- Next steps for learning are given in History and Geography, and skills-based comments are given in Art and DT where appropriate. Every other piece should have evidence.
- Questions are written to take learning on and to present challenge

Children's Response

Children's Response changes with subject and age but the expectation is that if a question is set, children respond to it. Children respond in green pen.

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored, and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teachers' marking and feedback will be reviewed by senior leadership team as part of the monitoring cycle to ensure that practices are consistent and effective.

- Teachers will submit books for cross monitoring by subject leaders.
- A staff meeting will be held, as needed for a formal discussion regarding the success or shortcomings of the current marking and feedback practices yearly.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary. Senior leadership team will monitor effectiveness of marking and impact on children's learning.

Marking Symbols – Non exhaustive list

Sp	Spelling Mistake
P	Punctuation error
CL	Missing Capital Letters
>	Missing words
?	Check it makes sense
H	Handwriting
T	Tense
TA	Ta support
T	Teacher Support
PA	Peer-Assessment
SA	Self-Assessment
NS	Next Step