



Our Lady's Catholic Primary School

Marking and Feedback Policy

Complied by: Angela Sutton (Deputy Head)

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Safeguarding Statement

At Our Lady's Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our Mission Statement – Loving, Learning, Reaching out to All, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instill a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement • Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At Our Lady's, the school recognises and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Data Protection

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data. The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties. Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations. All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

Purpose

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Rationale

At Our Lady's Catholic Primary School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research into Marking and Feedback (2021) shows that effective feedback should aim to:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback and marking in practice

Type	What it looks like	Evidence
1 - Immediate	Includes teacher-gathering of evidence e.g. work on mini whiteboards Often given verbally for immediate action May re-direct the focus of the teaching or task set May include annotations following our school's marking code Any marking is completed alongside the children and is quick.	Lesson observations Some evidence in books Evidence in assessment sheets / files

2 - Summary	Takes place at the end of a lesson or activity Provides an opportunity for evaluation of learning in the lesson. May be peer or self-assessment.	Lesson observations Book scrutiny Pre and post teach sessions
3 - Review	Takes place away from the learning May involve written comments for the pupils to respond to May lead to targets/next steps being set for pupils' future attention or immediate action Provides teachers with opportunities for assessment Leads to adaptation of future plans	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Excellent work should always be acknowledged with stamp, comment, or stickers.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as **ticks, codes or stickers**. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In EYFS staff should provide positive and constructive feedback. Rewards should be given readily to praise and motivate and be clear concise and explicit. Ensure children's understanding of feedback given - through questioning and follow up activities. Children will be provided with a next step to move learning forward. In EYFS, verbal feedback should take precedence. It should be related to ability and attainment, learning intentions taken from weekly planning and planning for continuous provision. If appropriate, written feedback should take place in the presence of the pupils

In Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking Code

At Our Lady's, we adhere to our school codes when marking work. Codes are displayed in each classroom and in children's books (See Appendix 2). Staff mark in pen and children self-mark, correct, edit and improve their work with green pens where appropriate. Editing can be done on paper strips attached to the work which reveals both the original and edited pieces.

Subject Specific Marking and Feedback

All EYFS staff should provide feedback according to the following principles:

- Be positive and constructive. Rewards should be given readily to praise and motivate.
- Be clear concise and explicit
- Ensure children's understanding of feedback given - through questioning and follow up activities
- Provide children with a next step to move learning forward
- Verbal feedback should take precedence
- Be related to ability and attainment
- Related to learning intentions taken from weekly planning and planning for continuous provision
- When possible, written feedback should take place in the presence of the pupils
- Marking and feedback should be used to inform future planning for personalised learning

English	Maths	Foundation Subjects	RE
<ul style="list-style-type: none"> • Attention will be drawn to incorrect formation of letters by circling and pupils will be encouraged to practise. • Observation/next step when applicable. • Misconceptions addressed • Marking codes used to identify adult support • Spellings - see spelling specific guidance below. 	<ul style="list-style-type: none"> • Pink Highlight LO when achieved • Green Highlight LO when further work needed • Tick the correct answers • Incorrect work will be identified/highlighted green/crossed and pupils will be given the opportunity to respond. • Self-marked work to be done in a different colour pencil/pen • Number reversals will be corrected. • A challenge question where applicable. • An observation written where applicable. • Marking codes used to identify adult support where appropriate 	<ul style="list-style-type: none"> • Pink Highlight LO when achieved • Green Highlight LO when further work needed • Focus on the learning Intention and the skill. • Technical vocabulary/language is used always and corrected if spelt incorrectly. • Children reflect on previous science learned and respond to teachers marking • A challenge question where appropriate 	<ul style="list-style-type: none"> • Pink Highlight LO when achieved • Green Highlight LO when further work needed • Driver words used in written feedback, where appropriate. • Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO. • Pupil's attitude and response to the topic might also be commented on.

Correction of Spellings in all Subject Areas:

	Spelling Correction – not every spelling will be corrected. Key vocabulary and words relating to the subject, CEW, Statutory words and HFW will need to be corrected (Appendix 1). Spelling corrections should not exceed 3 words (KS1) 4 words (KS2)
Y 1	Staff underline the word with a squiggly line and write (sp) next to it. Correct spelling of the word written underneath the work. Children copy out the word three times. The marking and correcting of spelling in year 1 and 2 should be guided by the teacher/TA. Children will need support to recognise their spelling mistakes.

Y 2	As above and children should also have a spelling card which includes their own personal words (these should be words from the high frequency list and common exception words for years 1 and 2). In independent writing children may be directed to check CEW and HFW spellings without the word being identified.
Y 3	Underline a misspelt word with squiggle and write (sp) in the margin on the line where the word appears. Dependent on the child, the underlining of the misspelt word may stop and only (sp) is written in the margin as they progress within the phase. This will help teach children to recognise spelling mistakes and encourage the use of dictionaries. Mis-spelt words are copied out three times.
Y 5 / 6	The letters (sp) should be written in the margin of a line where there is a misspelt word. By this age, children should be able to make an informed decision about the word that is misspelt and use a dictionary to correct it.

Target-setting/Next Steps

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning.

A Next Step should be indicated where applicable and should be clearly visible. When review marking is used to give Next Steps the teacher may use different types of prompts depending on the task involved and the ability of the child – examples of these are:

A reminder	Look at your word bank for the correct spelling
A challenge	A further question to deepen understanding
A scaffolded prompt – close the gap	'What kind of monster was he? Change bad for a word that makes him sound scarier'.
An example prompt – close the gap	'Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil'

Editing, corrections and revisions should be completed in green pen by the child.

Review

This policy will be reviewed at least every 3 years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.