



All Souls' Catholic
PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

September 2017

*(amendment March 18)

All Souls' Catholic Primary School

Marking & Feedback Policy

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive verbal or written feedback acknowledges attainment and progress, promotes positive attitudes and behaviour and leads to an improvement in standards.

The implementation of this policy is the responsibility of all teaching staff. The marking policy provides a common framework within which all teaching staff can work in order to ensure that the marking of children's work will be positive, clear, productive, in an accessible format for the pupils and a manageable task for staff.

The marking policy is an integral part of all school policies. In particular, this policy correlates with the policies for assessment, recording and reporting, handwriting & presentation and specific curriculum subject policies.

Aims

The aims of this policy are:

- To ensure that marking contributes to the school's drive to raise the achievement of all pupils
- To promote high quality marking throughout the school.
- To ensure that children's work is marked fairly and consistently throughout the school using the established criteria as agreed by all teaching staff and available to the pupils.
- To ensure that children are aware of the purpose of the activity and that marking is consistent with the learning objectives of the lesson.
- To provide children with the opportunity to work and acknowledge progress towards their specific subject targets.
- To ensure that all work that is recorded in curriculum books is acknowledged and valued.
- To involve children in the critical scrutiny of their work, identifying their success and areas to improve or develop.
- To ensure that marking is undertaken as soon as is practicably possible after the work has been complete.
- To ensure that teachers are adequately prepared for the assessment and moderation of writing.
- To ensure that marking in all subjects contributes towards the development of children's English skills.

Purpose

At All Souls' we believe that marking is:

- A key tool in allowing teachers to evaluate the content of lessons as well as the performance, progress and achievement of individuals and groups of pupils which feeds into future planning and differentiation.
- A means for teachers to develop and sustain positive relationships with pupils.
- An essential part of the learning process and an important way of informing pupils of expectations of both the content and presentation of their work.
- Of benefit to pupils, teachers and parents by providing a diagnostic check on children's grasp of the purpose and concepts involved in their work.
- An effective way of helping pupils to recognise and focus on their curriculum targets.
- An important way of celebrating and demonstrating the value of children's work and ensuring that children of all abilities and needs take pride in and consider their work valued.
- Able to assist in providing evidence of attainment when it is completed against National Curriculum level descriptors within specific subjects.
- Not a task that should overburden teachers or impede their ability to concentrate on planning.

Implementation

Foundation Stage


- In Nursery, feedback will predominantly be a verbal dialogue between the adult and child.
- In Reception, feedback will generally be given verbally. Where appropriate, this will be reinforced with a written comment. These should be a combination of those which provide praise/encouragement and those which identify the child's next steps.
- The Nursery and Reception learning journeys document a child's progression towards the early learning goals. So that this provides substantial evidence towards these, gives a clear platform for parents to support their children at home and provides robust evidence towards moderation, the following practices should be <http://www.allsoulsschool.co.uk/wp-admin/widgets.php> adopted:
 - Work should predominantly be that which either demonstrates progress or provides evidence of the securing an area of development. This could be in the form of copies of children's work, photographs (which show the specific child engaging in an activity related directly to the learning objective), sticky notes written by adults as a result of an observation.
 - All evidence should be dated, placed in chronological order, labelled with the appropriate learning objective, the level of independence that the child took when completing the task and a comment relating to how the task was performed.
 - Staff should also ensure that the child's next steps are documented alongside the evidence.
- Stickers or other reward systems should be implemented to celebrate work of high quality, based on the abilities and skills of individual children.




- Where appropriate, to provide a basis for the implementation of standardised marking symbols across KS1/KS2, a tick may be used to indicate that the teacher has seen the work/the work is correct, and smiley face symbols may be used to indicate that the teacher is pleased with the work.

KS1 / KS2

- Marking will be completed clearly and legibly by the teacher who delivered the lesson in a contrasting colour to the pupil's work and as soon as is practicably possible after the work has been completed. If a teaching assistant has covered a lesson, they are not obliged to mark work – but the work must be marked.
- All pieces of work will be awarded a grade from A-E, indicative of the standard of the work that had been completed, to the following criteria:
 - A – an outstanding piece of work (5 house points awarded)
 - B – a good/very good piece of work (1 house point awarded)
 - C – work is acceptable, although the child is capable of much more
 - D – the work is below what would typically be expected for the child
 - E – the work is unacceptable and needs to be repeated during a break/lunch
- This letter should be placed inside a square so it can be easily recognisable to the child.
- Grades are relative to a child's ability and more indicative of the effort put into the work than the actual attainment – i.e. all children should have the same chance of achieving a grade A.
- In addition to the grade, teachers should use other symbols and codes as shown on the "Marking and Feedback record" and as detailed later in this policy
- Aside from these marking symbols, there is no compulsion for teachers to add written comments to every piece of work. Teachers should use their professional judgement to decide where written comments could be used to significantly enhance learning.
- *Where a child is awarded a grade 'C' or lower, however, the teacher should explain, with a written comment, what the child would have had to do to be awarded a higher grade. * (amendment –March 18)
- Where comments are written, teachers should ensure that marking comments are handwritten, specific to each child (i.e. not generic) and in the School's agreed handwriting style.
- Teachers are to use a range of strategies, as established within their class, to reward work which is of high quality for the pupil(s) in questions. This could include stickers, stamps, House Points, class reward charts/systems etc. at the discretion of the class teacher.
- High quality work should be celebrated, but equally, it should be communicated to pupils if their work falls below the standard expected for them.
- Marking should demonstrate high teacher expectations; teachers should ensure that comments are not overly generous or praise work unnecessarily.
- Any written comments should be concise and written in language appropriate to both the age and ability of individual pupils.

- Pupils should be given access to their marked work as soon as possible after the marking has been completed. It is the role of teachers to ensure that pupils read, acknowledge and have an opportunity to respond to marking.
- A copy of the 'marking & feedback record' should be placed in the front of each exercise book. In KS2, children should, upon receiving a piece of work ensure that they record their grade and the date of the piece of work on this record, so that an up-to-date record of their grades exists at the front of their book. In KS1 the teacher may do this for the child until they are able to do this independently.
- Teachers should not annotate pupils' work with organisation related comments e.g. 'pupil absent', 'attended mass today' or 'not complete because at guitar lesson'. Teachers are responsible for the overall provision of education and should be remedying such situations as opposed to making excuses.
- As well identifying through marking, teachers should ensure that misconceptions that children develop are discussed with them or action is taken to provide a remedy.
- Where appropriate, children should have the opportunity to self or peer-assess their learning. This should not, however, be in place of teacher marking.
- Although marking should be developmental i.e. that which promotes an increase in the pupil's knowledge/skills within a subject, teachers should also comment on the presentation of any work which exceeds or fails to meet the standard expected. In the case of the latter, the pupil should repeat the piece of work in question.
- Where a child makes a significant number of errors or repeats an error multiple times, marking the work as incorrect should, if possible, be avoided. In this instance, marking should direct the child on how to correct their work or indicate that verbal feedback will be given. Teachers should ensure that where marking cannot correct a child's misconception or lack of understanding, the child should receive dedicated support from an adult to move them forward.
- An agreed set of symbols to be used within the marking of work in all subjects are as below. It is the teacher's responsibility to ensure that pupils are aware of and understand these symbols. A chart explaining the symbols (see appendix) should be displayed clearly in each classroom.

Symbol	Meaning	Used
	Teacher pleased with work (or unhappy for displeased etc.)	FS / KS1 / KS2
✓	Teacher acknowledges work / Work is correct.	FS / KS1 / KS2
X	Work is incorrect (Teacher to use own strategies for correction of mistakes) Where a significant number of mistakes are present, this should not be marked with multiple X's.	KS1 / KS2
_____ (underline)	Incorrect spelling under the whole or part of word that is incorrect. An appropriate number of incorrect spellings should be identified in a	KS1 / KS2

	piece of work dependent upon the age and ability of each child.	
	Placed in the margin next to a corrected spelling. The teacher uses this to indicate that the child must write out the incorrect spelling 5 times underneath the work.	KS1 / KS2
	This symbol is used next to a mistake that a teacher wishes the child to repeat/correct. Corrections should typically be completed underneath the piece of work.	KS1 / KS2
	This symbol indicates that the handwriting or presentation of the work is below what is expected. If this symbol is used on two consecutive pieces of work, the work must be repeated until it meets the expected standard.	KS1 / KS2
(circled)	Incorrect or missing punctuation (or capital letters) in written work / Point of mistake in maths (where appropriate, pupils given an opportunity to correct)	KS1 as appropriate / KS2
^	Word(s) / Phrases missing	KS1 as appropriate / KS2
//	New paragraph/line needed	KS2

Correcting of spelling

- Teachers should identify and correct children's spelling errors in all subjects and pieces of work.
- The number and range of spelling mistakes corrected should reflect the age and ability of the child, and the subject/topic in question.
- HFW and topic related vocabulary should be prioritised as well as words related to spelling rules recently taught.
- Children should copy out key spelling mistakes correctly 5 times underneath the pieces of work where the mistake was made.
- Teachers should indicate these words by using the symbol (SP). This should be written in the margin of the line where the mistake has been made next to a corrected version.

Symbols to aid levelling of writing

- Teachers are now expected to use evidence from across the curriculum when forming judgements around a child's writing attainment. It is not always clear,

however, the level of adult (or peer) input into a piece of work when moderating these judgements.

- The following symbols should therefore be adopted and placed alongside any piece of writing, as part of the marking process, which could potentially be used in making judgements as to a child’s writing attainment.
- This approach should be adopted in both KS1 and KS2.

Symbol	Meaning
(I)	Independent – the work has been completed solely by the child with no direct input, modelling, redraft or support from either an adult or another child.
(G)	Guided – The work has been carried out following direct modelling by the teacher/TA or the work has been scaffolded through the use of models, examples or support sheets (i.e. the child couldn’t reasonably have been expected to produce the work without the modelling/scaffolding).
(D)	Redraft – The work has previously been drafted elsewhere and this is an edited/refined version.

Pupil Review Meetings

- In addition to ongoing written and verbal feedback, teachers should hold pupil review meetings every half-term. During these meetings the teacher should discuss work completed since the previous meeting, how the child has progressed since the previous meeting and decide upon targets for the pupil to be working towards.
- These meetings should be recorded on the school proforma and the child should sign it to acknowledge their part and understanding of the meeting
- Where possible, work should be used within the meeting to ensure that the pupil can directly see their progress, strengths and targets.
- Copies of these meetings should be given to SLT and stored on the GoogleDrive.
- Children should be aware, from these meetings, their current attainment, what they are good at and how they can improve their work further.

Monitoring

- Monitoring of the marking and feedback to children is an integral part of all individual subject and strategic monitoring and may be carried out through the scrutiny of work books and/or through discussions with pupils.
- It is the responsibility of all teaching staff to ensure that all marking is in accordance with the marking policy, however it is the responsibility of the senior leadership team to monitor and report to staff on the effectiveness of marking within specific phases within the school.
- It is the responsibility of subject co-ordinators to monitor and report on the standards of attainment and progress across the school within their subject. It is expected that the effectiveness of marking becomes an integral component of individual subject monitoring and development and as such forms a part of the feedback given to the Head Teacher and teachers as appropriate.

Appendix

- Posters indicating the marking symbols used across KS1/KS2 which are to be clearly displayed in each classroom.
- Marking & Feedback Record Sheet