



# St Anne's Catholic Primary School

## Feedback & Marking Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **September 2018**

Next review date: **September 2019**

*The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.*

**Verbal feedback** will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'**Light marking**' marking will refer to the learning objective either by a tick or a highlight or a dot to fix in Maths. Written feedback may be given when necessary and should be short and challenging.

'**Deep marking**' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. In English, this includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. In Maths, this may include providing an 'extra challenge' to grasp that greater understanding or providing a diagram/method to help the child to fix a question.

Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

### Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.



## Marking Guidelines

- We have agreed that teachers will mark the work in blue pen.
- Marking in English is done by highlighting words, phrases, sentences, punctuation etc in either “green for great” or “pink for think”
- A learning objective met should have a tick and a learning objective which have not been met yet will have the symbol  $\longrightarrow$
- Acronyms may be used by the teacher in Maths for the children to respond to

A\*C\*E - Answer, Convince, explain or A\*P\*E – Answer, prove, explain. If a child has this acronym next to a question they must check their answer and provide a written explanation or method.

R\*I\*S\*K (KS2) - reading, interpretation, silly, knowledge. Occasionally children will have this acronym next to a question they have answered wrong. The child will then identify their mistake and circle the letter of the acronym which describes ///, making them more independent learners.

- Children will edit and mark their work using a red pen and highlight their own work using a ‘yellow’ highlighter.
- Peers will edit and mark work using a purple pen.
- Teaching staff should record if support has been given to the child in completing the work by annotating S.
- PT will be recorded in books to show that the child has been part of ‘pre or post teaching’
- Verbal feedback does not need to be recorded in written form.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- In Maths, I in every 3 pieces will need to be marked with a challenge/ next step to further the learning on.
- All ‘Deep fix its’ in Maths must be corrected.

## Self-review

Sometimes children will mark their own work. Children are encouraged to self-assess their learning using a traffic light colour system. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion.



## Next steps

Next Steps refers to the practice of a child and their teacher deciding on a small number of next steps to help the child progress. This provides an opportunity for the child to review their own progress and to challenge themselves to achieve a higher standard. These may be recorded after the Cold Task in English or written at the end of a unit in maths.

## Peer feedback

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school.

## Summative feedback

Comments should *avoid* feedback that implies innate ability e.g 'You are really good at this!'

Feedback should offer comments on effort and engagement with the process e.g 'I can see that you have used ambitious adjectives in your writing today OR The success criteria has really helped you to think today'.

Feedback should also move the learning forward by instructing the child to edit specific mistakes or improve a certain skill / area.

It is helpful to record if a child shows 'secure' understanding.

## Assessment and data

Marking can be used to contribute towards summative assessment and accountability data **however teachers should remember that the audience for the marking is the child.**