



Rawdon St. Peter's

CHURCH OF ENGLAND PRIMARY SCHOOL

Unlocking every child's potential.

Marking and Feedback Policy

We are committed to providing a rich, caring environment, where each child is valued, nurtured, and feels cared-for and secure. We have high standards of behaviour and achievement. Positive relationships and mutual respect are the bedrock of our school.

Date Ratified	
Chair of Governors	
Date for Renewal	

Rationale

Pupils spend a great deal of time and effort in producing their work. At Rawdon St. Peter's we are always mindful to ensure that marking builds self-esteem, guides pupils and **motivates** them towards the next steps in their learning. Marking is clear and **meaningful** and should never detract from the overall presentation of a piece of pupil's work. A range of marking and feedback strategies are used, making the process **manageable**.

Our marking and feedback policy is supportive of good practice in assessment and recording and is driven by research-based evidence by the Education Endowment Foundation. The information gathered from marking helps to help inform, review and evaluate the impact of teaching and learning.

This policy should be considered alongside the Rawdon St. Peter's Assessment Strategy.

Principles

At Rawdon St. Peter's, marking and feedback is **meaningful**, **manageable** and **motivating**:

1. **Meaningful**: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
2. **Manageable**: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
3. **Motivating**: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

General Marking

When marking our teachers:

- ensure work in books is dated and has a title that should be underlined with a ruler. The title should be appropriate to the work being completed and not be onerous for the children to write. Where children have difficulty in writing a title or using a ruler, they might be supported in doing this as they learn – this may be more common in key stage 1. There is no requirement to write or stick a Learning Intention in books as what learning is taking place is made clear to children during the lesson.
- work should be marked as soon as possible after the completed task as this is part of the valuing process.
- At the top of the page, by the title, there should be an indication as to who has worked with the pupil. If nothing is written, it can be assumed that the work was completed independently.

T- Teacher

LSA – Learning Support Assistant

- Mark pupil work with either a green or purple stamp. The green stamp indicates the learning objective has been met. If this stamp is used, the level of challenge/new learning that follows should be adjusted as appropriate.

- use a purple stamp to indicate that the learning objective hasn't been met. The teacher should then ensure action is taken to revisit learning either through same day intervention or through appropriate learning for the next day.
- use comments that are constructive and positive. They avoid using "Good" or "Well done" unless qualifying the comment with more specific advice. Comments in books should be neat, legible and cursive handwriting should be modelled. It is down to the teacher's professional judgment as to whether a comment is appropriate or not.
- mark in green ink and any teacher comment also be written in green, allowing pupils to identify their feedback quickly. Pupil then act on their next steps using their Purple Polishing Pen.
- use the appropriate codes to make the process of marking swift and purposeful
- correct an appropriate number of spellings by writing the correct spelling of a word at the bottom of the piece of writing. This may mean that not all spellings are correct ensuring that feedback remains motivating.

Marking in Mathematics

All written calculations should be marked with a small neat tick if correct or a dot if incorrect. Pupils who need to make corrections to calculations should do so by writing out the full calculation again, underneath or next to the error, using their Purple Polishing Pen. When correcting errors in pupils' work, teachers should clearly mark a few examples of the error in the work in a sensitive manner. The next step for learning for the pupil will stem from one of these errors.

Marking in Literacy and other subjects

If appropriate, teachers may use highlighters to identify good features of writing (green highlighter) or features that need further development (pink highlighter) This should only be done if it is felt that the pupil needs this level of direction and is more likely to be seen lower down the school. Teachers must be careful not to over highlight pupil work.

Find it and Fix It

If children have calculations, spellings or a written comment to act upon, this should be done at the beginning of each lesson. Alternatively, this may be done during intervention time or during differentiated learning the next day. For example, registration time could be used to 'Find it and Fix it.'

Marking in Reception

When marking work from focus groups, teachers should follow the marking policy set out, providing consistency in the whole school approach.

However, it will be more appropriate for teachers to hot mark and use verbal feedback to support pupil understanding and next steps, which will be evident in pupil books.

Professional Judgement

At Rawdon St. Peter's, teachers are developed professionally to use a number of approaches to feedback and recognise when it is appropriate to use them. **Teachers apply** Rosenshines Principles and the Rawdon St. Peter's Teaching and Learning Toolkit, to issue immediate feedback.



Strategies used include:

Hot Marking/Verbal Feedback	As teachers 'play the room' during lessons, teachers issue verbal comments made during lessons. Children then act on this feedback immediately, making corrections with their Purple Polishing Pen as appropriate. There is no requirement for the teacher to write 'verbal feedback' in books to confirm this process has happened.
Whole Class/Group Feedback	Teachers may use this approach when dealing with more general misconceptions. This can be done verbally within a lesson through a mini-plenary or be a revisit during the next lesson. It may be appropriate to use the visualiser to make learning points clear to all.
Coaching Conversations	Either during or after lessons, teachers make spend time with individual children or groups to talk them through misconceptions in more detail and using models to coach them through how to improve their work the next time.
Impromptu Intervention	If an individual pupil or a group of pupils are finding a concept difficult during a lesson, the teacher may decide to pause their learning within the whole class and gather those pupils together for an impromptu intervention, in order to continue moving their learning forward.
Direct Feedback	Teachers may use direct feedback to direct a pupil to the exact point that needs to be corrected and directed them to what needs to be done. Teachers carefully decide when this approach should be used and with which pupils.
Indirect Feedback	Teachers may use indirect feedback to encourage a pupil to be more independent in identifying how and where improvements to their work can be made. This can be done either verbally for immediate action or during the marking process or after the task has been completed.
Peer Feedback	Through careful and thoughtful partnering, the teacher can facilitate feedback to pupils through their peers. This could be done by giving children focused success criteria to follow as they offer their partner feedback.
Self-Mark	There may be occasions when children mark their own work. When this happens, they should mark in pencil and be supported to reflect on their work and decide how they could improve it next time.

Marking Codes

Our use of marking codes is consistent throughout school.

Symbols used for marking may be used within the text, or as children become more independent, within the margin. Pupils will recognise that a mark in the margin requires them to find and correct their errors.

Indicator	Symbol
CL	Missing capital letter
sp	Spelling mistake (an appropriate number of spelling errors should be indicated)
	This does not make sense (short instances only- longer sections need verbal feedback)
^	Missing word/phrase
	Missing or incorrect punctuation
//	New paragraph