

# **KEYHAM BARTON CATHOLIC PRIMARY SCHOOL**

## **Marking and Feedback Policy**



Be who God meant you to be and set the world on fire  
(Catherine of Sienna)

**May 2024**

**Headteacher: Miss S. Rowe**

***To reviewed May 2025***

## **Introduction**

This policy outlines the purpose, nature and management of marking, feedback and questioning at Keyham Barton Catholic Primary School. This policy reflects the consensus and opinion of the whole teaching staff, and has the support of the Governing body.

## **Marking and Feedback**

Marking is the term used to describe an activity in which a child is engaged in interaction about the strengths, weaknesses and learning points in their output resulting from a learning opportunity. The interaction can be with a teacher or a teaching assistant. Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners peer assessment and/or self-assessment. Planning to address common misconceptions so that children avoid them as well as changing future planning as a result of feedback and marking, is key. Constant assessing and verbal feedback by adults and children within lessons is crucial in securing better outcomes and achieving strong progress.

### **Marking must be:**

**Meaningful:** it will vary by age group, subject and what works best for the child and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** Marking should be proportionate so as to be time effective and make the most difference to a child's outcomes and progress and we are mindful of the workload implications of marking on the teacher's workload.

**Motivating:** Marking should help motivate children make to progress. This does not mean always writing in depth comments or being universally positive. Short, challenging comments are more effective. The children should be doing more than the teacher and should do work differently next time as a result. They should not become reliant on the teacher marking work as it reduces responsibility for improving their work.

*At the heart of children's learning is the recognition that every child can improve and that it is the teachers' job to diagnose the next learning steps and provide opportunities for the children to take them, whilst also acknowledging the power of peer assessment and challenge and how self assessment and challenge empowers children to own their learning. Structured, systematic analysis of pupil's work and of the termly assessments will enable teachers to ensure progress is being made.*

## Expectations

### At Keyham Barton effective marking will:

- be manageable
- show consistency and continuity throughout the school
- A positive and show that the efforts of our learners are valued; raise self-esteem, motivate and reassure
- enable staff and children to have confidence in the belief that every pupil can improve
- relate to Learning Objectives and/or success criteria and so communicate clear expectations to the children
- correct misconceptions and identify 'Next Steps' for pupils
- promote review and reflection by teachers upon assessment data
- inform planning
- encourage children to be reflective and evaluate their own learning and behaviour by being involved in self-assessment and peer assessment
- cover a broad spectrum of responses to children's work and operate on different levels appropriate to the child and the learning intention. It could be verbal, written, printed, peer or self.
- there may be little written marking in books because at Keyham we believe verbal feedback, given in the moment, is the most powerful and impactful feedback to move learning on and embed metacognition.
- Teachers will share the bigger picture with children so children understand how each part of their learning fits together and the purpose and impact of each stage.

### Implementation

- **Written Feedback** – Written feedback will be given in green pen. Children will self-mark or peer-assess in purple.
- **Prioritise** – Over the week ensure you have looked at each group in more depth. Mark one group a day.
- **Printed Statements** – these can be next steps, cloze sentences or challenge questions to further learning. Statements should be printed in green to indicate they are marking comments and responded to in purple.
- **Post-Its** – Post-Its can be used to evidence what children have said that shows understanding or what an adult has observed.
- **Target Setting** – Teachers, assessment and planning will inform gaps and next steps. Children will have ownership over these and be able to articulate what their next steps are and how they will get there.
- **Stamps** – These can be used to show check-ins etc.

### Verbal Feedback

- **Verbal Feedback** – This will be given verbally and will not be recorded. It will be evidenced in pupil conversations and planning where the T has worked with a group.
- **Spellings** will be marked according to the focus of the piece of work, phonics/spelling patterns previously taught and the teachers' expectations of each individual child. **Children are encouraged to correct these with their purple editing pen.** Teachers check spellings and feedback regularly to ensure the same mistake is not made continually without evidence of progress.
- **Surgeries:** Children are given opportunity during surgeries and conferencing to review learning and **to correct errors using their purple editing pen.**

- **Margin Marking** – indicate mistakes by a number in the margin for children to self-correct in a paragraph.

### Live Marking

- **Live marking** – Switching your mindset from marking after the lesson to within the lesson – e.g. roving or with a Guided Group. Both T and TA can do this. At Keyham we consider this to be the most impactful and powerful way to give feedback and move learning on.
- **TA marking** – TAs can rove or work with a group and mark work using the marking codes and correct misconceptions during the lesson.
- **Highlighted box marking** – draw a box around part of a piece of work and mark this part with a focus. Children to edit and redraft underneath focusing on improvement. Their response will show progress against the area identified for improvement.
- **Marking Symbols** - A common set of symbols will be used throughout the school, to indicate how children can improve their work. These symbols will be introduced progressively, appropriate to the age and understanding of the children.
- **Find and Fix** – tell children the number of errors to find in a piece of work and to find and self-correct in the lesson, either individually or in groups.

### Peer Feedback

- **Peer-Assessment** – Children will have training around effective Peer Assessment and United Improvement, against the LO's. children will be taught how to find 2 stars and a wish or WWW / EBI with a focus on the positive and not just picking up handwriting or spelling!
- **United Improvement** – In groups of 3 children share their learning and work cooperatively to improve and uplevel it.

### Self-Assessment

- **Self-Assessment** - Children will have training around effective Self- Assessment using the LO's and success criteria and knowledge of their own learning behaviours. Children will be encouraged to have ownership over their next steps and targets and will be able to articulate what it is they need to do to improve. Children can highlight work in green to show evidence linked to the LO and success criteria.
- **Success Criteria** – Success criteria will be clear and linked to the LO's and the KEY OUTCOME for the learning, linked to whole class and individual targets. Children will be able to articulate the success criteria and self-assess or peer-assess against it. Keep the main thing the main thing and link to gap analysis.
- **Traffic Lights** – Ask children to self-assess and place books in green, amber or red pile. Teachers and TAs to check in on red pile.
- **Response to feedback** – Children should be given an opportunity to respond to feedback in order to improve their work or further learning. This can be during a lesson or during directed target time.

### Monitoring Impact and Progress

- **Learning Walks:** During learning walks, pupils will be expected to discuss their feedback, what they are doing well and what targets they are working on. They will be able to confidently talk about their own progress and their next steps.
- **Planning:** Planning will show opportunities for peer and self-assessment. Clear success criteria will support self-assessment. Annotations may show where AFL has take place.
- **Book Scrutiny:** Books will show progress and marking codes will be in line with the marking policy. LO's will indicate level of support given and success criteria. Children will have

responded to marking in purple and to all yellow boxes. This will also evidence editing and improvement.

- **Progress:** Strong progress will be evident across all books. Progress will also be tracked in data drops, PIRA and PUMA and tracking.

**Teacher's feedback in green.**  
**Editing in purple - Purple polishing pen**

No rubbers to be used for corrections

Need to purchase surgery stamps x 7

⇒ Double arrow to mean action could mean verbal and this means that the children have done something to improve their work.

Children to initial teacher's comments that give advice of what to do next lesson.

Maths - dot mistakes and use a double arrow next to the correction to show that change needs to be made in a green box or on a green line. Children use a purple pen to show that they have been heavily supported and have completed the work. Blue maths books to be used as a maths jotter as well as for filing the Powerup maths sheets and End of Unit checks

**Symbols**

?	GO BACK AND CHECK
Sp	SPELLINGS (wiggly lines drawn underneath the words)
O	<b>If a letter is circled, it should/shouldn't be a capital letter. Anything else is a punctuation error</b>
S	Supply Teachers to indicate work by putting a S in the top margin of the left-hand corner.
I	INDEPENDENT WORK (EYFS)
T/TA	T/TA Supported
/	Should be a new sentence
//	Should be a new paragraph
+	SURGERY (this may include notes for the Teacher)

**UKS2**

SE	Use of non-Standard English
___V	Verb form error
___T	Tense error