

# Holy Souls Catholic Primary School



## FEEDBACK and MARKING POLICY

### Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress and to inform future lesson-planning.

### Principles of marking and feedback

- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning outcome.
- Where met, individual learning targets are acknowledged.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and occasionally peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

## General Guidance to teachers

### **Assessment and feedback during the lesson:**

- All pieces of work will contain the date and L.O. Younger children/ SEND pupils may be supported with this.
- When appropriate, children may mark their own or another child's work (peer marking), but the teacher must always review this marking. The use of the 'Purple Pen' will evidence this.

### **Assessment & Feedback after the lesson:**

- The teacher will mark against the Learning Objective
- Teachers will comment on spelling and grammar in the following cases:
  - if spellings and grammar were part of the learning objective;
  - if it is a spelling/high frequency word or phoneme that all pupils should know;
  - if it relates to technical/ key vocabulary.

Incorrect spellings should be underlined in red with a wiggly line.

Written comments should be neat, legible and **written in red**.

## Specific guidelines for English

- Selected pieces of composition will be marked by highlighting the best examples of where the learning objective has been met that day (highlighted in green highlighter). The teacher should read through the whole piece before selecting these.
- An area for development will be highlighted by underlining/ indicating in orange. This will be linked to when the Learning Objective has not been met, or where further improvement is possible.
- An orange arrow at the end of the piece will give a close the gap comment when needed and will provide a short marking task aimed at improving the area identified in orange. In KS2 the children will be expected to respond to this comment at the beginning of the next lesson. In KS1 this will be discussed individually with the pupil for them to respond to accordingly.
- Teachers will encourage the children to check that their writing meets the Learning Objective during the plenary as a form of reflection and self-evaluation.
- We will teach pupils to self-assess their work at the end of every lesson in an age appropriate way.

#### **4. Symbols and Abbreviations:**

The following symbols/ abbreviations are used:

**VF:** when a discussion has taken place to support learning. Written comment from child needed to qualify this.

**C:** initials of teacher covering

**I:** independent (when appropriate)

**GW:** worked in a group

**CW:** class work e.g. teacher modelled

**T:** target next lesson/ few weeks

~~~~~ (red pen) under a spelling mistake

**^** : missed word/ punctuation.

**O** : around a creeping capital

**Orange highlighter:** to show where L.O not fully met.

**I** : independent work if SEN,

**S** : supported by T/T.A and group ratio noted (e.g. 1:6)

Absences noted and dated.

T.A to write '**T.A**' when worked with a group and note group ratio.

**Green highlighter** used to highlight examples where the L.O is evidenced.



Orange arrow indicates the close the gap/ add reconsider reference.

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Agreed: January 2022