



**St. Ethelbert's Catholic Primary School
and Nursery**

**Marking and
Feedback Policy**

Date of Policy Issue: 1st September 2024

Name of Responsible Person Mr S D Marshall

Role of Responsible Person Headteacher

Signature of Responsible Person

Signature of Headteacher

Signature of Chair of Governors

Date agreed:

Date to be reviewed: 31st August 2025

Our vision for St Ethelbert’s Catholic Primary School is to be ‘a school with High Expectations for All, in the Light of Christ’. All pupils will be given every opportunity to achieve their potential and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement. All members of our school community will be fully equipped to meet all pupils’ needs through appropriate professional development. St Ethelbert’s will be an outstanding school.

‘Every child at St Ethelbert’s is to fulfil their academic, social, behavioural and emotional potential in the surroundings of a Catholic community, and in which each individual shares or respects the Catholic church and Christian way of Life.’

Excellent teaching and assessment are central to pupils’ high attainment. Marking is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are learning. Marking should sit within the school’s comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to pupils’ needs and clearly focused on raising achievement.

Outstanding	Good
<ul style="list-style-type: none"> • Consistent high quality marking, assessment and testing are used to improve pupil learning. • There is a persistently high level of challenges over time Pupils’ response to feedback indicates a marked improvement in learning. 	<ul style="list-style-type: none"> • Good use of marking, assessment and testing are used to improve pupil learning. • The level of challenge over time ensures good progress. • Pupils act appropriately on feedback.

Introduction

Assessing pupils’ learning and progress is a vital part of teachers’ professional work. Crucially, it should celebrate pupils’ learning, recognise their achievements against the shared learning objectives, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.

We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given.

All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Implementing the marking policy

Teachers

- Teachers' marking provides **detailed suggestions** for improvement of written work and 'next steps' with time built in for work to be improved or developed.
- The marking of pupils' work is regular and teachers provide clear information about why the pupils have done well and what they can do to improve.
- The careful marking of work by staff ensures that **misconceptions are identified precisely and addressed swiftly**.
- Teachers provide opportunities for pupils to reflect and respond to this advice, creating a continuous dialogue that takes learning forward.
- Assessment is used to identify all pupils' next steps in learning and to plan the curriculum
- Where work was all correct, a further question or challenge is occasionally presented and, in the best examples, this developed into a dialogue between teacher and pupil.

Pupils

- Pupils have frequent and planned opportunities to critique their own work and that of other pupils in the class.
- Pupils have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Pupils clearly know their next steps for learning and frequently review them to evaluate what they need to do next.

Marking must be linked to the success criteria and learning objective of the lesson every day.

- All marking to be done using a green biro so it is easily visible
- Use green highlighting to identify examples of where pupils have met success criteria. The book should not show just green highlighter
- Use yellow highlighting to identify specific misconceptions linked to the success criteria
- Pupils understand this process and look for the highlighting to move their learning forward, particularly following extended pieces of writing.
- The Learning Objective (L/O) needs to be highlighted:
 - green – *where met*
 - Yellow – *where there are misconceptions and learning objective has not been fully met*Learning objective labels will be a sticker for Years 1 and 2 and written by pupils in KS2
- After five or six successful illustrations of achieving a green highlight, therefore meeting the learning objective, learning must be pushed on further with a 'chilli challenge' task showing application and mastery.
- Purple polishing should be done at the start of the lesson.

Developmental marking is necessary and must be implemented where a yellow highlighter has been used, therefore not every lesson

Next Steps: Each child should have next steps in their books a minimum of twice a week

As a response from the pupil expected targets must be:

purposeful
intention of moving learning on if they have achieved the learning objective
'this is what you need to do to move your learning'
explicitly address misconceptions or lack of understanding if they haven't 'got it'

Suitable and challenging targets need to be set that are relevant to the lesson

Teachers **should not ask** pupils to finish certain questions if misconceptions are apparent. Teacher **must** go back and initial all dialogue marking responses to:

check that the pupil has completed their response to the target
ensure that the response is accurate

If the target response is inaccurate:

provide a rephrased/more clear target or explain their misconception

If the teacher feels that a verbal discussion is required rather than another written target:

As a signpost that a verbal discussion has taken place use -VF

VF Verbal Feedback annotations need to be paraphrased to signal developmental point.

there is no response for the pupil to make
evidence of the teacher 'intervening' to correct the misunderstanding with direct teaching

Ensuring that pupils respond to developmental marking: Whole school procedure:

Pupils need to respond to dialogue marking throughout the sequence of learning to ensure progress - evident in any book scrutiny.

1. Start of lessons focus pupils on developmental marking - polishing
2. Use TA where applicable during lessons to 'monitor' that pupils have responded
3. Teachers in their monitoring role or shared/focus work should focus pupils on dialogue marking

There is an expectation for pupils in Years 2 to 6 and pupils in Year 1 from the summer term onwards, to respond to the teacher's feedback and marking so that it is an ongoing dialogue between both parties. Pupils should respond using a purple coloured pen.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly during the whole class teaching. This includes:

quality and quantity of writing tasks
presentation

Teachers should insist that all pupils:

underline dates and titles with a ruler
use a ruler to draw straight lines and margins
use a pencil with a ruler for mistakes
copy dates and titles correctly (approx. 3 spelling mistakes to be identified and corrections given).

start sentences next to the margin
using individual squares to write numbers
glue work in neatly
take care to produce neat handwriting

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

SEND pupils need access to carefully scaffolded resources and activities to support their learning and ensure good progress.

Bookmark to be in all children's books (Year 1 – 6: English and R.E.)



Underline and spell correctly, dates, title and LOR

Use a ruler to draw straight lines and margins

Use work as a netty

Use care in production handwriting

What does my marking mean?



Green LO highlight = achieved

Green highlights = warm feedback



Yellow LO highlight = not achieved

Yellow highlights = cool feedback

- Sp x spelling mistake and how many
- CL missing a capital letter
- add a full stop
- ? add a question mark
- ! add an exclamation mark
- ,
- ' add an apostrophe
- P other punctuation mark
- unsure spelling

Have you been challenge d?



Label each area you are working

on:

CT TA I
VF P

Every lesson: Respond to your teacher's marking:



After every lesson:

Self-assess your learning



Underline and spell correctly, dates, title and LOR

Use a ruler to draw straight lines and margins

Use individual quarks to write phonically

Use work as a netty

Use care in production handwriting

What does my marking mean?



Green LO highlight = achieved

Green highlights = warm feedback



Yellow LO highlight = not achieved

Yellow highlights = cool feedback

Have you been challenged?



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