



## The Blessed Sacrament Catholic Primary School



### Marking and Feedback Policy

At The Blessed Sacrament we take a professional approach to the task of giving feedback to our children and marking their work. We believe that all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers mark work and give feedback as an essential part of the assessment for learning process. The purpose of this marking policy is to ensure consistency of approach to marking throughout our school and to inform parents and other interested parties how we mark our work.

#### Learning Objectives (L.O.)

At The Blessed Sacrament every lesson has a learning objective, a purpose for learning, which is shared with the children. Where age appropriate, the children write these in their books. Writing the L.O. in children's books starts towards the end of Year 1 and becomes embedded in Year 2. The member of staff marking the work assesses whether the L.O. has been achieved. There is always a L.O. for pieces of English, Mathematics and Science and when applicable, ICT and R.E. work. Marking and feedback are always focused towards the L.O. but may also address other key learning developments identified. The marking and feedback will always help children to understand what they did well and what they need to do to improve the piece of work. Marking will never simply say 'L.O. achieved' as this does not help the child move forward or tell them what they did that helped them achieve the L.O.

Marking and feedback, where relevant, may also refer to the child's own personal learning targets.

Written comments by staff are neat, legible and written in green pen.

Marking is usually completed before the next lesson in that subject, although we recognise this may not always be possible for longer pieces of work.

The school has developed marking codes which are used by all members of staff. These codes can be seen at the back of this policy

#### Who will mark work?

It is the responsibility of the person leading the session to ensure marking is completed. The class teacher is responsible for ensuring their classes books are all marked up to date. This may mean directing the work of others e.g. supply teachers or cover staff. Support staff may also mark children's work in teaching sessions to provide instant feedback. If support staff, or teachers other than the class teacher, mark a child's work, it should be signed using their initials.

The level of support given in producing a piece of work should be indicated when appropriate:

I = Completed independently

H = High level of support (group work or 1-1 with TA / teacher)

M = Medium level of support (partly independent but with some prompts / scaffolding)

This is especially important in KS1, EYFS and for lower ability children. In KS2 it is assumed that all work is independent unless indicated otherwise.

Teachers and Teaching Assistants mark in green pen. Children may mark their own or another child's work in either red or purple pen. They may also use the red or purple pen to self-correct their

work. Paired response/Peer marking is encouraged so that children can discuss their findings, thoughts, ideas or answers together. The teacher delivering the lesson will always review this marking and indicate that they have seen it with a tick on the page.

### **Positive**

The process of marking and offering feedback is a positive one, with pride of place given to recognition of the efforts made by the child. There are always more positive comments than areas for improvement given to the children. In order to encourage a positive response, any 'negative' comments are always followed up by a constructive statement on how to improve and /or a mini-task to complete.

### **Involving the children**

Staff at The Blessed Sacrament recognise that the best form of feedback a child can receive is without doubt the dialogue that takes place between teacher and pupil while a task is being completed. The younger the child, the more important it is that the feedback is oral and immediate and in the Foundation Stage and Year One, work is marked alongside the child on most occasions. If verbal feedback has been given by the teacher or teaching assistant it is acknowledged on the child's work with a (V). Ideally comments made should be noted briefly on the child's work, as a record and for future reference. (E.g. Use of capital letters discussed.)

Pupils are encouraged to identify the success criteria for the learning objectives set, and when appropriate, they will evaluate their own work against the lesson success criteria and draw attention to their own strengths and areas for development.

### **Distance marking**

When it is not possible to talk with the child about their work, teacher's provide prompt, quality written comments that give a clear indication of what the child has achieved and how further improvements can be made. Teachers should make sure that children can read and understand comments made. Younger children, or children who may have reading difficulties, may need comments reading to them so they still benefit from the praise and advice that written marking provides. Marking must be useful so that if the task was carried out again, the work would be better as a consequence of the marking.

Where a child was absent for a learning activity (due to illness or because of completing intervention work / other activities eg instrument tuition) the date and learning objective will be recorded in their books marked with the word 'absent'.

### **Subject Specific Marking**

#### **Religion**

Our faith is at the core of our curriculum and has the highest priority in our school. Therefore marking and feedback in Religion lessons has to be of the highest quality to ensure that children's learning in this subject can be maximised.

RE often presents children with a fantastic opportunity to respond to 'Big Questions' and questions that can deepen understanding of the learning for that lesson. Posing questions in the marking of RE should be used as much as possible from Y2 onwards. An example of questions used in RE marking might be: How do you think Jesus would want us to react in this situation? Or, Do you think revenge can ever be justified? Whilst not every piece of RE work will be quality marked in this manner, it should be seen to happen regularly throughout a child's book.

RE work will not be corrected for English mistakes. Spellings that are to be corrected should be subject specific words e.g. synagogue, disciple etc. Missing capital letters for important religious words should always be corrected e.g. **G**od, **B**ible, **J**esus etc..

## English

Where possible the child should be encouraged to correct their errors using their purple pen or be given a mini-task task to either consolidate or extend learning further. For example: *Re-write this sentence to include an adverb. Or, Go back and mark where you could have used an exclamation mark instead of a full stop. Or, circle the word below which would have been better to use than nice...*

Depending on the age or ability of the child, spelling, punctuation and grammar errors maybe identified by underlining the word, phrase or punctuation mark. Ideally there should be no more than 5 spelling corrections identified for a child to correct in one piece of work.

Marked work in other English activities such as a grammar or spelling exercises does not always have to have a next step / mini-task unless the child's learning would benefit from this.

Teachers will mark pieces of work in Writing Progress Books using a pink highlighter. The pink highlighter will indicate where the children have; written well, used writing strategies previously taught in English lessons, written appropriately for age related expectations; met their writing targets set from previous work. The writing progress pieces will be followed up with a feedback sheet handwritten (or typed) from teachers which clearly indicates in bullet form why the sections have been highlighted and what the child needs to try to develop. This last section will form the child's writing target for their English lessons. Children may also benefit from one-to-one conferencing with teachers discussing the work in the Writing Progress Book. The marking of work in this manner in the Writing Progress Books will begin in the Spring Term of Year 2 so that by the end of Year 2, this is an embedded practice.

## Mathematics

In Mathematics where possible next step marking should aim to either consolidate or extend learning with a mini-task. Marking in Mathematics can come in a variety of forms.

- 1) Model / Image - showing the student how the work should look / be completed
- 2) Finish the sentence - e.g. Half of 16 is the same as \_\_\_ + \_\_\_
- 3) Closed questions – e.g. circle the numbers that round to 50. 44 45 59 49
- 4) Open questions – How many pairs of numbers can you find that have a difference of 5.
- 5) Explanation / Generalisation – Is it true that a multiple of 5 is always half a multiple of 10?

When marking, ideally a combination of these types of mini-task activities should be used.

Children should complete corrections before the next lesson.

## Marking in other subjects

Marking refers to the L.O. if appropriate. This work is marked less intensively than in the core subjects. More generalised comments such as "This is a great description" may be used. Mistakes in important spellings or technical words will be highlighted for correction but not so that it detracts from the overall purpose of the child's work.

## Corrections and respond to marking time

Children will need time to reflect on the comments given in marking and respond to any additional questions or mini-tasks posed by the teacher. This could be during registration time or in allocated respond to marking time at the start of a lesson.

Mini-tasks do not have to be an addition to all marking, but they should feature regularly. It is important that such tasks are completed by the child within a short timescale and importantly, followed up by the teacher. Corrections will be completed regularly by the children using their purple pen.

If a piece of work contains numerous errors, staff will select a few examples for correction rather than demotivate the child by marking all the work as incorrect.

### **Next Steps**

The KS1 classes will indicate next learning steps for children to think about by using a thought bubble.



In the KS2 classes, next learning steps will be indicated by the letters NT (next target, or next time).

### **Spelling**

Correction of spelling mistakes focuses on important words and will normally be limited to five words to be corrected in each piece of work. A spelling mistake will be signalled by the code (sp) next to the work and may also indicate that the child should practise the word by the signal x3 in the margin, or at the end of the work.

Other spelling mistakes may be addressed during spelling teaching sessions or in separate word books. If a piece of work has many spelling errors, it may be annotated by staff.

### **Quality marking and feedback will benefit our children by:**

- showing them that we value their work and thus encourage them to do the same;
- boosting their self-esteem and aspirations through use of praise and encouragement;
- giving a clear general picture of how far they have come in their learning, and what their next steps are;
- offering them specific information on the extent to which they have met the objective, and/or the individual targets set for them;
- promoting self-assessment, whereby the children recognise their difficulties and are encouraged to accept guidance from others;
- sharing expectations;
- gauging their understanding, and identify any misconceptions;

Whilst we realise that not every piece of work will be quality marked in a lengthy manner, it is expected that a balance of quality marking, quick feedback and respond to marking mini-tasks will be seen throughout a child's book. Marking should always be meaningful.

### **Quality marking will benefit our teaching by:**

- providing a basis both for summative and for formative assessment, informing judgments and tracking progress.
- providing ongoing assessment that will aid future lesson-planning.

### **Review and Monitoring**

Book scrutinies will be undertaken by the SLT and subject leaders to ensure that regular and effective marking is taking place and that this policy is being adhered to. Phase leaders will also look at books at least once a term within their management time.

Please note that failure to follow and implement school policy and procedure by staff may result in a written management instruction or disciplinary action.

**Policy agreed: September 2015**

**Review: Autumn term curriculum committee 2017**

### Marking Codes



|            |   |
|------------|---|
| Green Pen  | Comments from the adults in school  |
| Purple Pen | For children – corrections, peer marking, self-marking, respond to marking. |

|    |   |
|----|---|
| ○  | = Missing / incorrect punctuation mark.                 |
| sp | = Spelling correction needed. (x3 practise the word)    |
| // | = New paragraph needed.                                 |
| ?  | = Your writing is unclear. Or, this doesn't make sense. |