



St Patrick's Catholic Primary School



Feedback and Marking Policy

Reviewed January 2020
Review September 2021



Feedback and Marking Policy

Rationale

At St Patrick's Catholic Primary School we recognise that effective feedback and marking is an essential part of the education process. As a Catholic school, we understand that feedback and marking are integral to ensuring our children are able to fulfil their God-given potential. We are mindful of the workload implications of written marking and the detailed research surrounding best practice and effective feedback.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to excessive workload. Baring this in mind, at St Patrick's we have researched alternatives which support the recommendations made by the DFE's expert Marking Policy Review Group. We have looked closely at their findings that marking should be; meaningful, manageable and motivating. We have also looked closely at the Education Endowment Foundation's review of the evidence on written marking; 'A marked improvement?' We recognise that an important element of marking is to acknowledge the work a pupil has done, to value their efforts and achieve and to celebrate progress but there are many ways in which this can be done without extensive marking.

Our Key Principles

- Furthering pupil's learning should be the sole focus of all feedback and marking;
- Written comments should be appropriate to children's age and ability;
- Evidence of feedback and marking is incidental to the teaching process; feedback should not be provided for external verification only. Where progress is evident then quality feedback will be assumed to have taken place;
- Children's work should be reviewed and the earliest opportunity so that it can impact future learning; the earlier the feedback is delivered the more effective it is, therefore, feedback delivered in lessons is more effective than comments that are read at a later date.
- Verbal feedback should be common day to day practice in our classrooms and therefore does not need to be evidenced through recording in our books;
- Feedback and assessment should be used by teachers to enable them to adjust their teaching both within a lesson and across a sequence of lessons.

Our marking codes



Each piece of work must be dated with a learning objective at the top of the page, this can be printed on stickers for younger children and those with SEND. A success criteria should be shared



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or generated with the children in each lesson. When work is complete teachers will highlight the learning objective to indicate where it has been met or not;

	Where the learning objective is highlighted green, this indicates that it has been met.
	Where the learning objective is highlighted yellow, this indicates that it has not been met. <ul style="list-style-type: none"> From this a teacher may decide to leave a next step comment, address a misconception or put a therapy in place. In the case of maths this may be followed up with a maths no problem catch up session.

Written feedback may be necessary in some cases for a few children, for all children or in some cases no one. Teachers will use their professional judgement to decide when to use verbal feedback, self/peer marking and in-depth written feedback. This judgement will be based on what will have the most impact on children's progress.

To support summative assessment, moderation and evidencing progress each piece of work will be coded in order to make it clear how much support a child has received.

S	The child was heavily supported by an adult
G	The work was guided by an adult with a low level of support
I	Independent
Abs	Absent
T	Therapy
E	Enrichment (swimming, forest schools, sports etc)

In order to make it clear who has delivered the lesson and provided the feedback these codes will be written in different coloured pens depending on job family.

Green	Teacher
Purple	HLTA
Blue	TA

Each year group will have non-negotiables around spelling, handwriting and punctuation. Where these errors are made children will be given time to correct these at the start of the next lesson using their pink pens. When handwriting has been identified, teachers will mark a section of the text that needs to be re-written again. Where spelling has been identified, the words to be corrected will be underlined and then written out correctly by the teacher to be copied out by the child. Teachers may also use a punctuation stamp to ask children to go back and insert any missing punctuation.




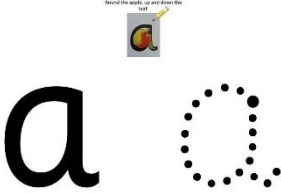
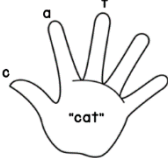

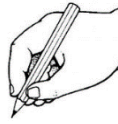


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Marking in the EYFS

Written comments in the early years will only be used for those who are able to read and respond independently. Where children are unable to read/understand teacher written feedback these will be shared verbally at the next appropriate opportunity.

A B C D	●						HFW	Read
Capital letter	Full stops	Finger spaces	Letter Formation	Represents some sounds correctly	Capital I	Pencil grip	High frequency words	Read it again

Marking in the foundation subjects

The marking policy applies to all written work in books. There are no requirements for written feedback in computing and PE; it is expected that immediate feedback takes place at all stages of the lesson.

Marking in RE

Marking in RE should focus on the religious aspect of the piece rather than the English objectives. Teachers should pick up on religious misspellings and capitalization of religious names and key words. Teachers should leave written feedback, this could take the form of a sticker comment, on every piece of work focusing on the AT2 (engagement and response) targets.