

St Mary's Catholic Primary School Feedback and Marking Policy



This policy is underpinned by our school mission and values:

Mission:

Nurturing our God-Given Talents

Values:

Respect

Resilience

Truth

Faith

Love

Mercy

Person Responsible: Jacqueline Hansen

Date: September 2023

Review Date: Autumn 2025

Effective feedback and high expectations are essential if children are to make progress; they are key features of Assessment for Learning. Children need to know that an adult will look at their work carefully and give guidance and encouragement to steer them in the right direction. They also need to know that poor quality work is unacceptable. Recurring errors should be used as teaching points.

In line with government guidance on teacher workload, St Mary's has reviewed its marking policy to reduce teacher workload.

Teacher feedback should be meaningful, manageable and motivating for both staff and pupils. We also, encourage children to take responsibility for their own learning. Books should show that children are making progress in their learning.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

Feedback in class can be delivered in a variety of ways including marking over the shoulder, individual or group feedback. The most effective feedback is where misconceptions are identified quickly and children can make improvements and progress rapidly. All adults can be involved in feedback.

In practice:

In order to motivate children to do their best and take pride in their work, every piece of work across all subjects should be acknowledged with one of the following. We would expect a range of the following strategies to be seen in books over a half term and that children are showing progress in their learning.

- A tick or a stamp, or a sticker
- Teacher or TA comment (Identifying support given)

- Indication of working with an adult (group work / worked with an adult)
- Correction of spellings relevant to the subject (no more than 3 per piece)
- Handwriting comment and example of correct formation
- Modelling
- Target Intervention (TI)

This is done most effectively when teachers circulate in the lesson to provide children with rapid feedback on which they are able to act.

Non –negotiables for all subjects:

Dates and Learning Intentions will be copied correctly, these should be looked at by an adult each lesson and corrected. A tick next to this indicated this had taken place. This does not mean that the LI has been achieved.

Class teachers, regular cover staff and supply teachers will feedback on work as outlined in this policy.English:

All pieces of work will identify errors made in basic spelling (for example homophones) and grammar rules, appropriate to the year group.

At least, 2 extended pieces of writing within each half term will be marked with a feed forward comment to provide children with the opportunity to develop their writing. Children must have time to reflect, evaluate and edit, showing the impact of the comment. It should be noted that when a writing outcome spans a number of days, a short date will be used in the margin to show its continuation.

Maths:

All pieces of work will be monitored by an adult upon completion.

A range of approaches to feedback and marking can be taken, including in lesson checking with pupils, additional adult support and peer discussion.

Evidence of repeated pupil misconceptions being addressed should be visible.

Presentation:

It is essential that all children should have pride in their work and that it is set out well.

- Children will generally begin new work on a new page each lesson as appropriate for ability.
- Criteria for presentation of work will be discussed with the children prior to commencement of work.
- Children will be reminded to take care of their book and present their work neatly.
- Rulers will always be used where children need to draw lines.
- The date and learning intention will be underlined with a ruler from year 2 upwards.
- Handwriting will reflect the National Curriculum requirement for the appropriate year group.

cucumber

doughnut

egg

fresh fish

green grape

hash brown

icing

juice

Handwriting:

St Mary’s youngest children use the RWI scheme to model correct letter formation. As they progress through the school, they participate in direct handwriting teaching.

KS1 EXPECTED

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

- Use spacing between words that reflects the size of the letters
- Use the diagonal and horizontal strokes needed to join some letters

KS1 GREATER DEPTH

- As above, but use the diagonal and horizontal strokes needed to join most letters

KS2

- Maintain legibility in joined handwriting when writing at speed