

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## Feedback and Marking Policy

**Ownership:**

**Governors' Curriculum Committee**

**Document Date:**

**September 2022**

**Review Date:**

**September 2023**

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

"Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another's different views..."



**Ofsted March 2013**

*At St Margaret Clitherow School we are committed to Safeguarding Children  
Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*



working in partnership to promote  
excellence in teacher education



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**At St Margaret Clitherow School we are committed to Safeguarding Children**

## FEEDBACK and MARKING POLICY

### What is the purpose of the policy?

The purpose of this policy is to ensure consistent and effective feedback is given that moves our children's learning forward. This promotes the achievement of high quality learning outcomes and helps secure significant progress over time for all our children.

Feedback at St. Margaret Clitherow is designed to provide purposeful prompts that celebrate success and provide explicit, concise guidance for improvement, as needed. As such, improvement prompts provide focused diagnostic support, guidance and challenge for learners.

Our aim, within providing feedback, is to provide immediacy and purpose for our children as learners and develop their independence and reflection. A further aim is to actively minimise traditional marking workloads for teachers to ensure professional time and resources are used more effectively to secure progress.

Feedback at St. Margaret Clitherow serves a single purpose – to achieve high quality learning outcomes and secure significant progress over time.

All feedback and marking should be meaningful, manageable and motivating.

Feedback and marking should:

- Be manageable for teachers and involve all staff supporting learning in the classroom
- Aim for immediacy
- Strive to provide opportunities for coaching for improvement
- Provide explicit feedback to children, relating to the learning objective and success criteria
- Give focused praise for achievement
- Provide explicit improvement prompts, as needed
- Allow specific time for children to read, reflect and respond to improvement prompts
- Acknowledge children's improvements as a result of responding to a prompt. This closes the improvement cycle
- Show the children that their learning is valued and purposeful
- Ultimately be seen by children as a positive impact in improving their learning
- Allow teachers to reflect on the pace, pitch and purpose of learning and make appropriate adjustments to achieve high quality learning outcomes and secure significant.

Practice must be consistent across the school. At St. Margaret Clitherow, we have the following agreed and expected practice when marking our children's learning:

### Learning Objectives

A learning objective must be included for all pieces of learning. This provides clarity of what is being learnt and understanding of what success will look like. Learning objectives are always clear and have a common format across the school:

- I will be able to...
- I will understand...
- I will know...

LO: Understanding sum and commutativity in addition.		
Success Criteria	Me	T
1. To know what commutativity is.	✓	✓
2. To use commutativity when answering questions.		
3. To solve more complex questions using commutativity.		

Focused marking is then made against this which allows the pupil and the teacher to assess against the success criteria of the lesson.

### Marking to the *Learning Objective*

✓	The success criteria has been <b>fully</b> achieved.
-	The success criteria has been <b>partially</b> achieved.
O	The success criteria has <b>not</b> been achieved. This learning will be <b>revisited</b> .
*	Indicates that improvement is needed. An appropriate opportunity is provided for this improvement to happen. Learning <b>must</b> improve as a result. The improvement is acknowledged with a dated tick:  ✓ 11/9
w/s	If appropriate, to indicate learning was completed <b>with support</b> .

If a **recognition** or **success** comment is included, it should:

- Relate to learning objective
- Be concise and focused
- Recognise children's achievements
- Be legible and clear in meaning
- Be responded to by the child. This can take the form of a comment, a 'thank you', an 'ok' or a smiley face, dependent on the age of the child. This promotes an improvement dialogue.

If an **improvement prompt** is required, it should:

- Be indicated by a green asterisk
- Clearly and concisely explain what needs to be done to move learning forwards. This may require a:
  - Reminder prompt
  - Scaffolded prompt
  - Example prompt
  - Clarification prompt
  - Challenge/extension prompt
- Be accessible for the child and promote independence
- Use consistent codes across the school, as needed – See *Appendices* below
- Be acknowledged on completion by a dated tick. This promotes an improvement dialogue.

### Self-evaluation and Peer Assessment








- Effective self-evaluation/peer assessment needs to be explicitly modelled and appropriately supported.
- Expectations for identifying success and suggesting improvements must be explicit to ensure purpose.
- Respect and consideration for the feelings of others must be made clear and modelled as part of the process. It is a constructive critique of the learning, not the person
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task
- The process must be valued by all involved.

## Monitoring and Review

The Headteacher, Senior Leadership Team and Subject Leaders will regularly monitor the effectiveness and impact of the Feedback and Marking policy. This will include book studies and observations to ensure that feedback and marking is not only of a consistent high quality, but key in achieving high quality learning outcomes and securing significant progress over time.





### Appendix 1

#### Marking codes for Key Stage 1 – To be completed in *green pen*.

	Next to the learning objective if it has been achieved
	Incorrect spelling of common exception word. Teacher will write the word correctly
	Missing word
	Missing punctuation
	For mistakes in maths
	Correct in maths
	Self-assessment codes

#### Marking codes for Key Stage 2 – To be completed in *green pen*.

Teachers will use the learning objective box for each task to show whether a child has met the success criteria.

	Positive response to marking
	A mistake or misunderstanding that may need to be looked at.
	New paragraph should begin
	Circle around a word or phrase – Incorrect, this needs looking at
Sp C P S	Missing: Sp – spelling C – capital letter P – punctuation S – sense