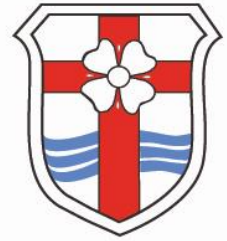


ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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Feedback and Marking Policy

Ownership: **Governors' Curriculum Committee**

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Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

Catholic Schools Inspectorate October 2024

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

Ofsted May 2024

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

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.

It is an expectation that feedback and marking is in-line with school policy and is up to date.

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.		

In foundation subjects, the *Learning Objective* is reviewed and completed using the guidance below. As appropriate, a brief comment may be included.

In core subjects, namely: RE, English and Maths, in addition to the *Learning Objective* being reviewed and completed: a focused marking comment may be made which allows the pupil to assess their learning outcomes against the intended success criteria of the lesson, celebrating success and indicating areas for attention and improvement.

Marking to the *Learning Objective*

✓	The success criteria has been fully achieved.
-	The success criteria has been partially achieved.
O	The success criteria has not been achieved. This learning will be revisited .
✓ 11/9	Once the learning has been secured , a tick is marked through the circle with the date this was achieved next to it. This will require a planned, appropriate opportunity.
w/s	If appropriate, to indicate learning was completed with support .

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

- Relate to the learning objective
- Be concise and focused
- Recognise the pupil'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:

- 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
 - Convenient period of time to recap or coach, to secure the learning
- Be accessible for the child and promote independence
- Be engaged with by the pupil in purple pen
- Use consistent codes across the school, as needed – See *Appendix* 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.

Supporting learning in the 'moment'

At St Margaret's, we recognise the impact of timely intervention during learning. Being able to support, challenge, or redirect learning while it is happening helps to:

- Reinforce effective learning immediately
- Assess understanding and progress in real time
- Address and correct misconceptions as they arise

This kind of support requires adults to be actively engaged, mobile, and well-informed about both the learners and the learning taking place.

We refer to these timely actions as **points of intervention**. A point of intervention is when an adult steps in during a learning activity to guide, support, or challenge a pupil in order to secure deeper understanding and progress.

A **point of intervention** is captured as a green arrow in a pupil's book: 

Recording in this way captures the point of support, dialogue or action that improves learning as it is happening. From this point, it may then be seen that learning has been secured and that outcomes have improved. For example: a misunderstanding in column addition has been clarified; a reminder about handwriting has been acted upon; or, a conversation about sentence variation improves the quality of writing.

It is also intention that using the green arrow requires no further notation or recording by adults. There should be no additional increase in workload as it is recorded in the moment and an adult's time and attention is focused on securing high quality learning and progress, not about recording supporting details and pupil dialogue.

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. When a teacher's feedback and marking do not meet the school's expectations, targeted support and clear improvement goals will be provided to help them enhance their practice and ensure consistency across the school.

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