

# St. Robert's Catholic First School and Nursery

Oldgate, Morpeth, Northumberland NE61 1QF



*We care, we serve, we learn together in the love and  
truth of Jesus*

## policy

Date Reviewed:

September 2016

David Sutcliffe  
Headteacher:

Review Date:

September 2018

Fiona Swift  
Chair of Governors:

# Marking and Feedback

## Rationale

The main purpose of marking and feedback is to impact on children's learning, progress and achievement.

To be effective it should cause thinking to take place. It also enables teachers to assess current attainment for an individual child and groups.

Feedback should focus specifically on the learning objective and any non-negotiables agreed in each year group. In order to achieve these aims feedback must be clear and written in a way that the child can understand, respond to and utilise in their subsequent work. It should both value children's efforts and achievement and also identify misconceptions and expectations for subsequent work.

Marking enables the teacher to engage in the content, style and presentation of a child's work and bring their knowledge of the pupil to the remarks they make. This feedback is an important element of the 1 to 1 attention children receive from the class teacher.

Marking is used, individually, by group and cohort by the teacher to assess and plan the next steps in the child's learning. It underpins both formative and summative assessment. Marking will directly impact on teacher's ongoing assessment of the national curriculum and feeds directly into formative assessment on a daily basis.

Research shows that when a symbol is placed alongside a comment, children rarely read or respond to the comment. Therefore teachers need to approach marking thoughtfully, considering the primary purpose of their marking (a check-up on achievement in a lesson for future planning or a means of securing more rapid progress for an individual pupil). Symbolic marking gives the child immediate feedback, informs the teachers' planning and so secures progress across lessons. More analytical marking provides the child with feedback that articulates their success clearly and challenges them to think more deeply and develop their work. Analytical marking has a greater impact on pupil progress but is time consuming for teachers. Symbolic marking reduces workload and is appropriate in certain cases.

## Effective Marking and Feedback should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work and give opportunities for them to respond
- Recognise, encourage and reward pupil's effort and progress
- Provide a record of pupil's progress
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work

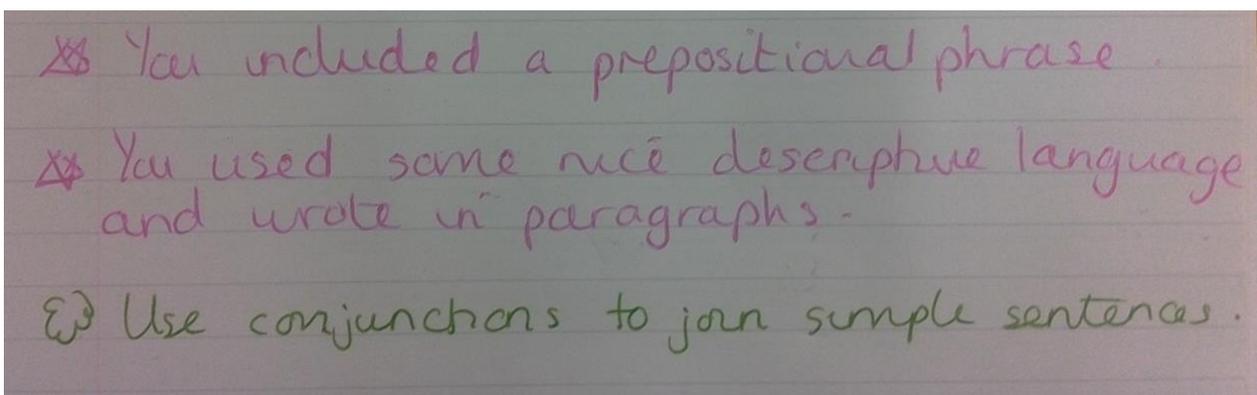
- Help parents understand strengths and weaknesses in their children's work.

## Marking Procedures

- Green colour pen will be used to give pupil feedback through modelling T&L strategies, and in identifying areas for development.
- As far as possible, marking will be done daily or when a piece of work is completed.
- Teachers will use feedback from marking to inform future targets and planning
- Whenever possible, marking will be related to a clear learning objective, which has been shared with the children. Incorrect spellings or grammar will be marked in relation to pupils' prior learning to reinforce teaching points [every instance will not be corrected]
- Good quality presentation and handwriting is expected, in line with the school's Presentation and Handwriting Policy, and may be marked.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential.
- Sometimes a piece of work will be marked with a star rating that shows how successfully it has completed [see Appendix 1]. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.
- A particularly successful piece of work may be awarded with a Class Dojo point in line with the school's system of rewards.
- A coding system for giving feedback to pupils is used consistently across the school [see Appendix 2].

## Quality Marking and Feedback

In line with our Assessment Policy, appropriate pieces of work are marked using pink and green highlighters/pens. Two areas are pink as examples of work where targets are met or exceeded, and one area is green which indicates an area for development. Children are taught the use of "pink and green" method of marking from Reception Class.

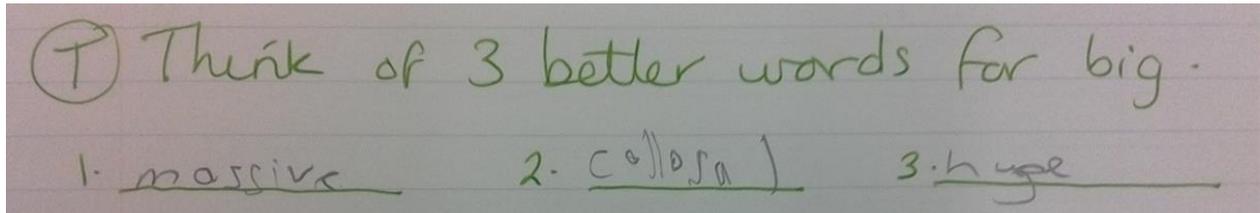


### **Children's response to Quality Marking and Feedback**

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear what they have to do in their next piece of work as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to feedback by writing a reply, making a correction, extend their answer or editing work.



### **Self / Peer Evaluation**

All children should periodically be encouraged to self-assess their own work and identify two successes and look for an improvement point. This may take the form of 'pink and green' marking. The plenary or the starter of another lesson can then focus on this process as a way of analysing and learning.

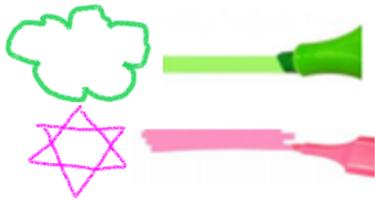
Children should be given the opportunity to evaluate the work of their peers, identifying successes as well as provide suggestions for improvement.

### **Monitoring and evaluating the policy**

This policy will be monitored through further consultation of staff and through planned reviews. Children's workbooks will be monitored by senior leaders and subject leaders, with written and verbal feedback given to individual members of staff, highlighting both good practice and areas for development. Subject Leaders will monitor subject specific marking as part of their monitoring role.

### **Equal Opportunities**

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clear targets for their continued progress and improvement. The purpose of feedback is for the child to understand it easily and be able to assimilate and learn from it. Marking and feedback should impact on subsequent achievement and standards by the child. When marking, teachers will use their judgement of the child's understanding and ability as well as their age. Able children in Key Stage 1 may be able to begin to understand some marking strategies for older pupils. Some older children may still require symbolic or simpler marking.



# Green for Growth Tickled Pink

- G** Guided (Teacher/TA)
- I** Independent work
- ✓✓ Wow Factor
- ? What's wrong with this?
- P** Punctuation
- CL/FS** Capital letters/Full stops
- Correction needed
- // New paragraph
- sp spelling mistake ~ learn it
- VF** Verbal Feedback

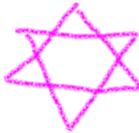


Purple pen ~ self editing/improvement

Teacher assessment



Not yet – you need extra help or practice.



Got it! – you have understood well and are ready for the next step.



Excellent – you have worked really hard, with care and attention. Now you are ready for a challenge!

Self Assessment



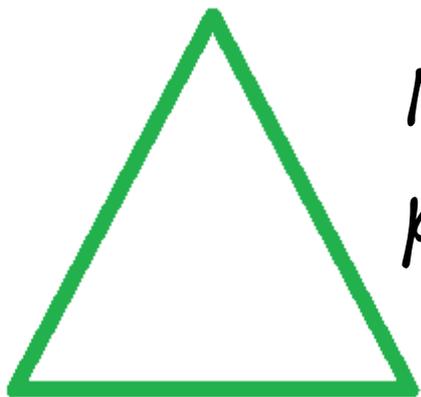
Found work easy



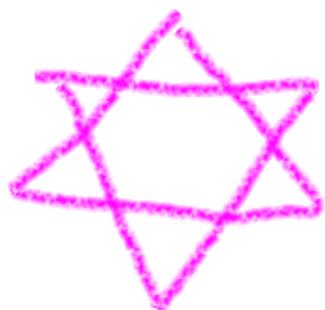
Ok once I got going



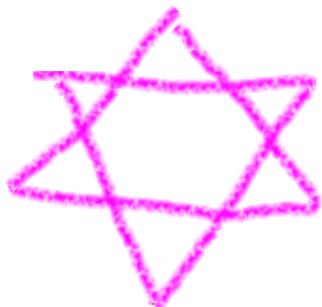
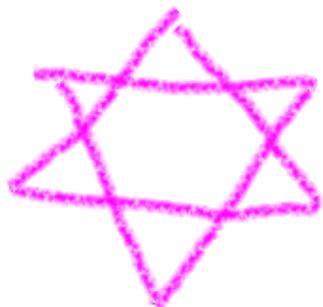
I thought the work was hard



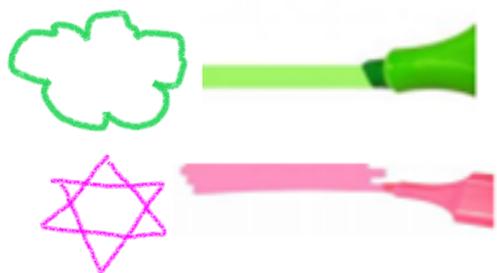
Not yet! You need some extra help or practice.



Got it! You have understood well and are ready for the next step.



Excellent! You have worked with care and attention. Now you are ready for a challenge!



# Green for Growth

## Tickled Pink

1dojo	Class Dojo point
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I	Independent work
✓✓	Wow Factor
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P	Punctuation
CL/FS	Capital letters/Full stops
•	Correction needed
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