



Holy Family R.C. School **Marking and Feedback Policy**

Mission Statement

In Holy Family R.C. Primary School, we aim to see Christ in ourselves and others, in a caring environment that encourages children to reach their full potential.

Aims

At Holy Family School, we believe that our marking system should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions. Our aim is that children will be enabled to become reflective learners so that we can help them to close the gap between current and desired performance.

Principles

Marking and feedback should:

- Be used consistently across the school (including codes)
- Be manageable for teachers
- Be up to date
- Involve all adults working with children in the classroom
- Give pupils opportunities to become aware of and reflect upon their learning
- Give recognition and appropriate praise for achievement
- Respond to individual learning needs
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to learning intentions/success criteria which have been shared with the children
- Give clear strategies for improvement e.g. a 'closing the gap' comment
- Allow specific time for children to read, reflect and respond to marking
- Self and peer mark where appropriate
- Be completed in green ink with highlights and underlining used to indicate where improvements are required

Strategies

During each lesson children will be told what they are going to learn (learning intentions) and what the success criteria are.

Marking in Early Years Foundation Stage

Children's writing in English books is annotated by the adult who led the task. Comments indicate the level of independence used within the writing.

Marking in Key Stage One and Key Stage Two

Summative feedback/marking

This usually consists of ticks or crosses and is associated with closed tasks or practice exercises. Where the answer is right or wrong, children can self-mark work or the work can be marked as a class or in groups.

Formative feedback/marking

Oral feedback

In the course of a lesson, the oral feedback should focus

- Firstly on issues about the learning intention
- Secondly about other issues or features of work

Brief written feedback

Not all pieces of work can be quality marked. Pieces of work not marked in detail should be acknowledged with descriptive praise (e.g. *Well done. You have used full stops accurately.*) or by a brief comment to close the gap.

Focused marking of writing (in English books and across other subjects)

Focused marking of writing in **all books** should occur in every lesson where children have completed an independent extended piece of writing. Feedback should:

- include comments in relation to the learning objective and the success criteria
- identify errors in grammar, punctuation and spelling
- responded to before the start of the next lesson

Feedback/marking in Maths

Maths marking should address errors in understanding, misconceptions or careless errors. Where work is incorrect (3 or more errors in a row), then there should be evidence in books verbal feedback during the lesson (and subsequent work should be correct) or same day intervention that has been given to the child in order to support understanding. Marking should include modelling of correct examples or layout and may include further examples for child to complete before the next lesson. Occasionally, comments may reflect the need to teach a further lesson to the whole class and subsequent work in books should indicate where this has taken place.

Responding to comments

Before the start of the next lesson, children will be given time to respond to comments made and carry out improvements in their work. Children will carry out corrections in the same pen or pencil used in the original piece of work. Teachers must mark any subsequent corrections or improvements that have been carried out.

Codes

With most subjects, marking codes can save time and make feedback more accessible to the child. See Appendix (i) for agreed codes to be used.

Self-review/marking

Children should be encouraged to self-evaluate and self-mark where appropriate. This should be introduced by the end of EYFS. Children can learn to identify their own successes and look for improvement points. Where self-marking has occurred, children should indicate this by initialling work.

Paired/peer review/marking

Paired or peer review and marking should be introduced during Year 1. Clear rules should be established in each class for this type of review and marking. Where it has occurred, the reviewer should indicated this by initialling work in the reviewee's book. Children will be encouraged to discuss each other's work together rather than take turns to be the 'teacher'. Children should mark work according to the teacher guidance in the lesson but should **not write comments** in other children's books. Teachers should check all peer and self-marked work.

Organisation

- Planning should reflect lesson time for evaluating and marking as a class
- When work has been distance marked, time will be given for children to read and then carry out suggested improvements
- In order for the marking to be formative, the information must be used and acted upon by the children
- Where appropriate, children will be encouraged to self-mark

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APPENDIX (i)

All marking by staff should be completed in either red or green ink.

Staff other than the class teacher should initial each piece of work that they mark.

Codes:

CL	Capital Letter
FS	Full Stop
	Finger Space
	Missing punctuation shown inside circle e.g. . , ! ? ""
	Steps to improve/ target
✓ _c	Correct answer following feedback
L.I.	Learning Intention
//	New paragraph
sp	Spellings to correct (maximum of 3)