

# Feedback and Marking Policy



**LOVE      LEARN      ACHIEVE**

## St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

**Approved by:** Mrs. K. Blom **Date:** September 2022

**Last reviewed on:** September 2022

**Next review due by:** September 2024

This policy should be read in conjunction with the school's Assessment Policy as well as the Rationale document.

# Policy for Feedback and Marking

## Context

At St John Fisher, we believe that the feedback pupils receive directly and during their lessons has the most effective impact on their progress. This ensures that extensive, distance, written marking has been replaced with higher quality in-class interventions and direct dialogue between pupil and teacher. These can take a variety of forms including immediate discussions, adapted planning within and between lessons, individual and small group conferencing/ re-teaching, tutorials and adapted support/ scaffolds or challenge tasks. This policy draws a clear distinction between approaches taken towards 'misconceptions' and 'errors'.

## Types of Verbal Feedback

**Verbal feedback will consist of a mixture of praise/acknowledgement for effort and progress with developmental guidance. Verbal feedback will be the main vehicle for addressing misconceptions.**

- **Immediate** The most frequent and valuable feedback that a child receives about their learning is that which they receive at the point of work in lessons. This can be on a 1:1 basis with the teacher or teaching assistant, to a small group of children or to the class as a whole. Where 1:1 or small group feedback is extensive the code **VF** will be recorded. (*see Marking Codes - appendix A*) Teachers will ensure that pupils of all abilities are given this immediate feedback to support or challenge their learning.
- **Next session** When the teacher deems it appropriate, individuals, groups or the class will be given directed feedback about the work produced in the previous session. This will be as a result of the teacher noting misconceptions and re-teaching content or concepts as required. It will also be used as an opportunity to provide stretch and challenge for the more able.
- **Peer Feedback**  
Pupils will give feedback to each other both informally in discussions and, as children progress through the school, in more formal structured sessions.

## Types of Written Feedback (marking)

**Written feedback will consist of a mixture of praise/acknowledgement for effort and progress with developmental guidance. Written feedback will be the main vehicle for addressing errors.**

➤ **Code Marking**

Work will be code marked for errors involving grammar, punctuation and spelling (see separate spelling section) Codes will show how much support a child has had. Good and excellent aspects of work will be ticked or double ticked to give instant recognition of performance. (see Marking Codes - appendix A)

➤ **Spelling**

As appropriate for the ability of the child, up to three spellings will be written at the end of the work for the child to copy out three times. These will initially focus on high frequency and key topic vocabulary.

➤ **Zero Tolerance**

Once pupils have a secure understanding of how to use full stops and capital letters, we will have a 'zero tolerance' approach to careless errors.

Initially, in Y1/2, the incorrect letter/ place for a missing full stop will be highlighted for the pupil to correct.

In KS2 this may be extended to the whole sentence(s) needing to be written out again.

***We aim to make it more effort to neglect punctuation than to use it correctly for children who understand basic sentence punctuation. Teachers will use their professional judgement to determine the level of correction required by individual pupils.***

➤ **Significant effort, progress or attainment**

Class teachers will use their professional judgement to make written comments that acknowledge significant effort or achievement

➤ **Marking/grading/scoring of tests**

Marks/grades/scores of assessment tests will be shared with children as appropriate to their age and understanding.

➤ **Quality/Sharp Marking**

The Hot Task stage of the TfW sequence will be the main marking focus of each unit. The next steps will be identified on the 'Always' toolkit (not the unit toolkit). The innovated stage will involve ongoing verbal feedback.

➤ **Peer and self-marking**


Pupils will mark their own and each other's work with guidance and direction from the teacher. (see peer and self- marking appendix b)

**Teacher tracking and recording**

Teachers will keep records of pupil performance in tests and assessment tasks.

## Appendix A

### Marking Codes KS1

- ✓ Good example in work
- ✓✓ Excellent example in work
- G Guided work (some support)
- I Independent work
- P/GW Paired or group work
- S Supported work (working with an adult for all / most of task)
- ~~P~~ Presentation needs care
-  Not enough work completed in the time given
- RT Re-teach


~~~~~ Wiggly line under incorrect spelling - correct spelling given as appropriate

- VF Verbal feedback given
- SA Self assessed
- PA Peer assessed

┐ Next steps - try this next time

ZERO TOLERANCE - writing without full stops and capital letters will be highlighted to be corrected by the pupil

## Marking Codes KS2

- ✓ Good example in work
- ✓✓ Excellent example in work
- G Guided work (some support) I Independent work
- P/GW Paired or group work
- S Supported work (working with an adult for all/most of task)
- ~~P~~ Presentation needs care
-  Not enough work completed in the time given
- RT Re-teach
  - | New line needed here
- NP New paragraph needed here
- 'P' In margin or a circle where the punctuation should be, showing punctuation in this line is incorrect or missing
- should be, showing punctuation in this line is incorrect or missing
- SP Spelling incorrect in this line
- VF Verbal feedback given
- SA Self assessed
- PA Peer assessed
- WC Word Choice - vocab

ZERO TOLERANCE - writing without full stops and capital letters will be highlighted and have to be written out again correctly

## Appendix B

### Self and Peer marking

#### **Self-marking**

Children will self-evaluate wherever possible. Children can learn to identify their own successes and look for improvement points.

#### **Shared marking**

Children will be taught skills and strategies for marking. *For example*

- A piece of work by a child (with their permission) can be enlarged and displayed so the teacher can model the marking process and teach particular points at the same time
- Show two different pieces of levelled work, with the same title, and discuss their differences
- Use exemplar pieces of work, which show a particular standard and discuss why they are at that standard
- Children in KS2 compare a piece of their own work, with a standard piece of work and identify what they need to do to raise the quality of their own work

#### **Paired/peer marking**

During lessons children will sometimes be asked to mark work in pairs.

The following points will have been taken into account

- Paired marking will be introduced during Year 2.
- Children need to be trained for this, through modelling with the whole class, watching paired marking in action.
- Ground rules are discussed and agreed
- Children should work out what they like first, and then suggest ways to improve the piece but only against the learning intention – not spellings or handwriting etc. Strategies such as 2 stars and a wish will be used to avoid over-criticism.
- Pairings need to be carefully considered. They may be based on ability, trust, gender or friendship. These pairings should change during the course of the year. Pairings could be supported by a TA.
- Children will be encouraged to discuss each other's work together rather than taking turns to be the 'teacher'.