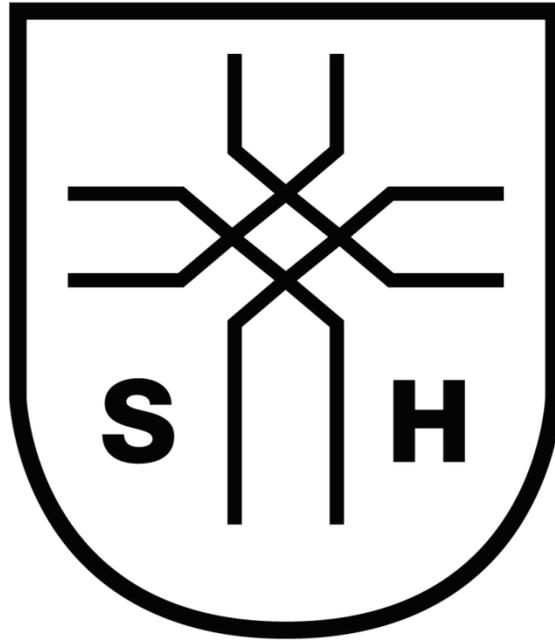# Sacred Heart Catholic Primary School

Marking & Feedback Policy

Date approved	February 2017
Date of next review	December 2021

Equality Act Statement:
1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
   Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

Rationale

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments of feedback. We at Sacred Heart Catholic Primary School are committed to providing relevant and timely feedback to pupils, both orally and in writing.

This Policy aims to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teachers expectations.
- Use the marking system as a tool for formative on-going assessment and to aid future planning.
- Improve standards by encouraging children to give their best and improve on their last piece of work where possible.
- Develop children's self-esteem though praise and valuing achievements.
- Create a dialogue which will aid progression.
- Enable parents to know how well their child is progressing and how to support them to improve.

Written Feedback

Adults will use a <u>green</u> pen for all comments that respond to the work produced except for where a correction or next step is suggested. In this instance a pink pen will be used. Green for GREAT, Pink for THINK

- Work will have one of the following comments written, in green, on completion.

L.O = M	Understanding of the Learning Objective Met
L.O = A	Understanding of the Learning Objective Almost Met
L.O = T	Understanding of the Learning Objective is not secure

See Appendix A for toher marking abbreviations

- In addition to the above, a stamp/sticker/comment should be added to all feedback. The stamps will be used to reduce the time spent on marking, yet ensure the children receive a feedback that both praises and furthers their understanding. In using stamps and stickers, this will ensure that our EAL and young learners will understand the feedback given. Something about visual symbols for some children to ensure they understand them.
- Green highlighters will be used to highlight 'great' sections; pink highlighters will be used to show areas for development/next steps.
- Next steps will be written in red pen. These steps will suggest to the child how improvement can be made to address the learning objective or a target for future learning if appropriate.
- Where a misconception has occurred it is <u>essential</u> that this is addressed and a next step/improvement is included in the feedback. This should be written in pink.
- Marking must be completed prior to the next lesson, to ensure the children are taught the appropriate content to improve their understanding. As a result, 'light touch' marking may be required.
- All written feedback must be legible and the child able to understand its meaning.
- All written feedback must be focused and specific to the lessons learning objective. It may also be appropriate to comment on spelling, punctuation and grammar depending on the nature of the task.
- Marking must convey that a pupil's effort in valued – 'defacing' it by writing all over the work is demoralising and is not in the spirit of this policy.

Children responding to written feedback
- Children are to be given daily opportunities to interact with the feedback given. This may be at the start of the day or the beginning of lessons. These interactions with the feedback will include; making changes to their work which has been highlighted to them by an adult, responding to an additional task or further developing an idea or answer.
- Children will make all responses to marking in the colour purple.
- Any written responses form the child should be recognised.

Verbal feedback
Verbal feedback is recognised in studies (Sutton Trust) to be equally and often more effective than written feedback. It has the advantage of being instant, quick and promotes an instant response. Verbal feedback is usually interactive and developmental.
- When verbal feedback has been given, a teacher will write a 'V' in the child's book with and orange highlighter, the date and an initial.

Verbal feedback may be in the form of:
- A learning discussion with a focus group or activity reiterating a part of the lesson/concept.
- 1:1 focused discussion on a specific piece of learning.
- Demonstration and modelling of the learning process and outcomes e.g. 'It might look like this'.
- Sharing an exemplar material before and after work is done or during the lesson through the use of a visualiser.

Feedback involving families
An essential element of feedback is the involvement of families.
- Throughout the year, families will be involved in 'Pupil centred discussions'. These discussions will involve the teacher, parent and child discussing the progress made and how the child can further improve. The child will produce a short report on their success prior to the meeting.
- At three key times in the year, each child's successes and next steps will be communicated to families. This will take on the form of a full school report in July of each academic year.

Appendix A
Codes to use in written feedback

(**V**)   Verbal Feedback Given

(**TG**)   Teacher Guided

(**TG**)   Teacher Supported

(**TAG**)   Teaching Assistant guided the group/child

(**TAS**)   Teaching Assistant support the group/child

M   Met

A   Almost Met

T   Now a target

L.O.   Learning Objective / Lesson Focus

U   Understanding

✓   Correct

.   Incorrect

~~Error~~   Child has made a mistake / correction – KS2 only