



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Marking and Feedback Policy

Our Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.
We welcome and embrace individuals of all abilities and cultural backgrounds.
We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.
We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

These policies have been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of these policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was adopted September 2021

The policy is to be reviewed September 2022

Written by: Mrs Louise Prestidge and SLT. [Written in accordance with "Eliminating unnecessary workload around marking" a report from the Department for Education and the Education Endowment Foundation](#)

At St. Augustine of Canterbury Catholic Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Responding to children's work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

The purpose of feedback and marking is:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Key Principles:

At St. Augustine of Canterbury marking should:

- **Manageable:** Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Guidelines for marking

Marking procedures

At St. Augustine of Canterbury Catholic Primary the following procedures are used to support Assessment for Learning within our marking.

Green = good The teacher will highlight in green the aspects of the work which are directly linked to the Learning objective, steps to success or child's target.

Pink = think The teacher will highlight in pink aspects of the child's work which do not meet the objective. This is of course within reasonable limits as the 'green' should outweigh the 'pink'. *Children will respond to pink comments in a purple pen.*

- Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.
- Teachers will apply their judgement when choosing the detail and focus of the marking *and feedback using the grid below*, depending on the learning objective, their age, their knowledge of the child and the child's personal learning targets.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.

(DFE Feedback and marking: school workload reduction toolkit)

- **Marking and feedback** should inform the child of the progress they are making and targets they need to work towards.
- Written marking should be done using legible writing **in accordance with the school handwriting policy**.
- All marking will be carried out in the appropriate **Green** or **Pink** pen.
- Marking should also be accompanied by the use of praise to support the child's self-esteem (house points, stickers, **Dojos** or stamps).

- Where appropriate, stamps are used to indicate the level of support given during the learning session.
 - I - Independent work
 - T.A. - Work supported by teaching assistant
 - T. - Work supported by teacher

Subject specific guidance

English

Marking and feedback within English should be positive and constructive. Green should be used to highlight key elements of the work that demonstrate the learning objective has been met. Within a piece of writing, this may be words or phrases the child has used or correct use of punctuation and grammar. Within the drafting phase of writing, marking and feedback will be more detailed to support and extend the children's final writing outcome. A high standard and expectation of correct grammar and punctuation should be maintained within all pieces of written work at an age appropriate level, however this is not always the focus of the marking. Verbal feedback may be used to address these errors, or pink may be used where appropriate i.e. if it is a familiar word/type of punctuation. Next step pink comments should be used to extend the children's learning or address misconceptions.

During Guided Reading, verbal feedback will be used throughout the session and comments in the contact book should be positive and focus on the learning. Reading journals are marked using green and pink pens.

Spellings are marked within the spelling journal and contact book. Each correct spelling is highlighted in green in the contact book and any errors are recorded next to the word so parents are able to see their error/misconception.

Mathematics

In Maths, work will be highlighted in green to show the children they have understood the elements of work specifically relating to the learning objective. Positive green comments will be used to praise the learning and comment on the depth of understanding when problem solving.

Pink will be used to highlight errors within a child's work with a line drawn next to the error to indicate a correction needs to be made; the corrected answer will then be marked and acknowledged in green.

If a child makes more than 4 continuous errors within a piece of work, the use of pink will stop and verbal feedback given to address misconceptions. The use of a 'Verbal Feedback stamp' will be used to show that a child has been given support to help them understand their mistake or misconception within the lesson.

Next step pink comments will be used to provide children with the opportunity to extend their learning or challenge them. Children should always be given time and encouragement to respond to next steps and challenge questions; these will be marked and acknowledged in green.

RE

Marking and feedback within RE should be positive and constructive. Green should be used to highlight keywords or phrases which demonstrate that the learning objective has been met; as well as demonstrating where the child is working towards the relevant age-related standard. Green comments should reflect the learning objective and may also be used to acknowledge where the "Knowledge & Understanding", "Engagement & Response" and "Spiritual Reflection" attainment targets have been evidenced. Next step pink comments should challenge and encourage the children to reflect upon their learning. Teachers can make use of the [Key Questions planning document](#) to help scaffold pink comments. Spelling and punctuation errors can be addressed verbally, or in the absence of the child, using a blue/black biro; the main focus of feedback and marking should remain on the Religious Education aspects of the work.

Peer and self-assessment

All children are given opportunities to self and peer assess regularly. Self-assessment uses the 'Give me 5' scale.

Give Me 5!

Children's Self-Assessment created by the Learning Ambassadors



- | | |
|---|--|
| 5 | Confident! I could teach it to a friend. |
| 4 | Got it! I understand everything. |
| 3 | I mostly get it. I understand most of it. |
| 2 | I sort of get it. I am still a little bit confused. |
| 1 | I don't get it. I don't understand at all. |

For peer assessment, children will write their comments on a post it using green and pink indicated by a green/pink highlighter dot.

Supply Teachers

We expect supply teachers to follow the same marking procedures as the Teaching Staff.

Monitoring

We will ensure that this policy is being used consistently throughout the school by carrying out Book Monitoring, Learning walks and pupil conferencing. This will be the responsibility of the Senior Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff

meetings or with individual members of staff. The Governing Body will monitor the implementation of the policy.

Reviewing the policy

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.