

English Martyrs' Catholic Primary School



FEEDBACK & MARKING POLICY



Mission Statement

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

This policy complements the Teaching and Learning policy at English Martyrs' Catholic Primary School. It is a vital component in maximising the full learning potential of all our pupils.

The aim of feedback and marking is to lead to improvement of pupils' understanding and work, and should be "meaningful, manageable and motivating"

(A marked improvement? A review of the evidence on written marking: Education Endowment Foundation)

Intent

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check the pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. (Ofsted)
- Feedback and marking practices correspond with IEPs, IBPs, EHCPs and individual needs of each learner.
- High quality teaching, including clear modelling of learning, is an expectation for every lesson across the curriculum and has a positive impact.
- Pupils should be involved in feedback and marking practices, where appropriate, encouraging a dialogue for learning between pupils and adults. Feedback may focus on the learning taking place and pupils' regulation. This also supports pupils in developing metacognition and taking responsibility for their own learning.
- All adults working with pupils should give feedback on their learning in line with the school policy.
- The way feedback is given should reflect the positive, but rigorous, learning culture of English Martyrs' Catholic Primary School.
- Feedback may be written and/or oral
- Feedback may be given to individuals, groups or the whole class
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
- Pupils are given daily *Fix It* time to respond to feedback and marking as soon as possible after it has been given.
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement. It is specific rather than too generic.
- Spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age-related expectations.
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning.



- Any feedback given is understood and accepted by the pupils and is actionable. The manner in which feedback is given may take account of children's individual needs.

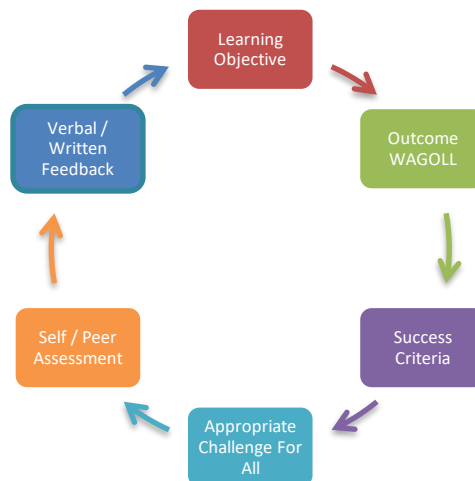
Quality First Teaching

To maximise the impact of feedback and marking it must be embedded in effective formative assessment across the curriculum:

- Pupils, and all adults in the classroom, are clear about the learning taking place and the expected outcomes (i.e. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc).
- Skilful questioning is used to:
 - explore pupils' understanding of the learning taking place
 - identify misconceptions
 - challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- Throughout lessons, teachers adapt teaching and respond by:
 - addressing misconceptions
 - providing extra support/prompts/resources to scaffold the learning where necessary
 - providing opportunities to experience deeper learning for those pupils who are ready
 - allowing pupils to reflect on their learning and make improvements.

It is important that these learning reviews do not disrupt the flow of learning or prevent pupils from achieving an appropriate outcome to the lesson.

- Effective self and peer assessment allow pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B) and encourages them to be active participants who take responsibility for their own learning.
- Feedback and marking given will inform planning for learning.



A positive learning culture, where pupils are prepared to take risks and are resilient, needs to underpin these principles.



Feedback and Marking Strategies

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working, during learning reviews in the lesson, or after the learning has taken place. A record of this is not always necessary but could take any of the following forms:
 - Annotated notes on plans
 - Observations in Learning Journals, entries in floorbooks
 - A marking code and/or summary note on pupils' work
 - Summary/reflection notes written by pupils in individual work or Floorbooks
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (As above).
- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils, to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.
 - **Comments should be specific, meaningful, accurate and clear**
 - When distance marking, the following should be taken into consideration:
 - Pupils should be able to read and understand the comments or have the comments explained to them and also the marking code explained to them
 - Time to allow for *fix its* **must** be given
 - Comments should be spelt correctly
 - The school handwriting policy should be followed when writing comments
- **Self-assessment and evaluation** – pupils are given daily opportunities to reflect on their own learning; identify progress towards the LO/success criteria/targets etc and identify areas for improvement and act on these. For this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work. Pupils should be encouraged to continually improve their work and learning.
- **Peer-assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B). For this to be successful, effective peer feedback requires a positive culture for learning within the classroom, training, and modelling by the teacher.
- When giving feedback, and marking, it is important to recognise the difference between careless mistakes and misunderstanding. In English Martyrs' Catholic Primary School, careless mistakes are identified but the pupils are encouraged to correct these for themselves. If there are errors in understanding, these are addressed through more detailed visual, written or oral feedback.

Expectations

- All work will be marked in a timely manner using the school's agreed marking codes
- Detailed feedback and marking will be given regularly in order to move pupils' learning forward



- Challenges will be given to **any** child in any subject to take their knowledge, understanding and skill further. Challenges are indicated by a red sticker followed by the challenge.
- All comments on children's work, including Evidence Me observations must be correctly written using correct grammar and correct spellings including children's names
- All written feedback **must** model the school's handwriting policy
- Evidence Me observations **must** be factual, include what the child is saying, a photo of the child engaged in their learning, a link to the area of learning and the range you think it fits with, how you added to their learning, a next step if appropriate (** when recording what the child says, this needs to be as spoken by them **)

English

- EYFS and KS1 Reading Records will be acknowledged weekly. Parents will be encouraged to record reading using the example comments in the Reading Records

Short writing opportunities

- **Scaffolded Writing**
- It is recommended that scaffolded writing at the end of a unit of work is marked thoroughly, with particular attention to the skills, features and language structures taught during the unit of work. Pupils should be given opportunities to self and peer assess their writing before being given feedback from an adult. Marking ladders or success criteria may be used to support the writing process.
- **Independent writing opportunities** are frequently given across all curriculum subjects. Some independent writing is used for assessment and to inform planning. Pupils could be given positive and constructive feedback and a general comment.

Grammar, Punctuation and Spelling

- Grammar and punctuation should be corrected according to the standard of attainment at which the pupil is working. This will be age-related expectations for most pupils.
- High frequency words, common exception words and spelling patterns which have been taught should be corrected according to the standard of attainment at which the pupil is working. This will be age related expectations for most pupils. **Any misspelt words will be addressed by each individual class as appropriate.**

Mathematics

- Correct answers will be ticked, but incorrect attempts will be marked with a dot, dash, circle or **C** and misconceptions dealt with by the adult as soon as possible (if possible, during the lesson).
- For Guided Maths work, children self-mark or T/TA is used as per Marking Code.

Foundation subjects:

- Feedback and marking needs to prioritise the most important knowledge and concepts that pupils need to know (*this is in line with Ofsted expectations*) and learning objective led
- When written work has taken place, this is marked with consideration of the age-related non-negotiables for writing.



- For Foundation Subjects, work is to be marked before the next lesson takes place so that misconceptions can be addressed and learning and plans can be built upon and tailored ready for next stage learning.
- *This is **in order to make feedback and marking effective and manageable***
- Pupils will be given time, first thing in the morning where appropriate, to respond to any improvement comments in their work, **Fix It Time**
- Post it notes will be placed on the appropriate page in books with children *dotting* the post it when completed to indicate to staff the fix it has been completed
- When pupils are given an improvement comment, they should respond in **red pen** so that their response is clear.
- Feedback and marking enables pupils to understand their own achievements and know what they need to do to make progress.
- It provides positive and constructive feedback and promotes high expectations linked to the learning taking place.

Floorbooks

Floorbooks are working well across the whole school at English Martyrs' as a consistent approach to record and reflect the enhancements covered within topics and subjects. Floorbooks are used to collate class evidence of photographs, tasks, direct speech and QR codes of performances which may otherwise go undocumented.

Floorbooks non-negotiables:

- Cover- writing stating year group, subject and academic year.
- Where relevant a topic web or overview should be inserted and cross reference to highlight where this learning is evidenced.
- Pages must be numbered for ease when cross referencing.
- Learning objectives should be on the page. (Not always relevant in EYFS)
- To be completed each week to ensure they are kept up to date.
- To be passed up the year groups to act as sticky learning and as prompts for a new topic/area of learning.
- Adult recording within them must have correct spelling, punctuation and grammar.
- When children are recording into a floorbook expectations must be in line with that child's ability and year group, just like any other subject book.



Review

This policy was written on 05.07.2023 collaboratively by all Teaching Staff and will be reviewed on 05.07.2024, or sooner as required

SEE ALSO

- Maths guidance on feedback & marking
- Assessment Policy
- EYFS Policy
- Teaching & Learning Policy
- Inclusion Policy

Policy reviewed:

05.07.24 - No amendments
September 2025 – No Amendments



Appendix A

English Martyrs' Catholic Primary School Agreed Marking Codes

Sp ~ Spelling

P ~ Punctuation mistake

C ~ Capital Letters are needed

V ~ Verbal Feedback given

S ~ Supply

 ~ Up-levelling of a sentence/word/paragraph (ID with S/W/P on the 'step')

? ~ Does this make sense?

// ~ New paragraph needed

Sp ~ Spelling

^ ~ Missing words

I ~ Independent work

T ~ Worked with a Teacher

TA ~ Worked with a Teaching Assistant

 ~ Objective met

 ~ Working towards objective and need another go

 ~ Challenge question

Making colours:

Staff ~ Green

Peer ~ Black

Self ~ Red

All pieces of work to be initialled by adult working with them and either T or TA stated and I for independent

   ~ Self-marking

 ~ Partner work



Appendix B

Self & Peer Assessment Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

The mistake I made this time which I won't make next time is...

I now know...

I found... difficult because...

I solved... by...

The best example of... is....

..... is effective because...

You could make your learning even better by...

Have you thought about...?

If we look at the success criteria/WAGOLL etc we can see...

You could...



Appendix C

Suggested Principles for Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Author reads to peer (children do not make written comments on each other's work)
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work

Peer Evaluation Agreement (This should be decided together with teacher and pupils)

Our agreement on feedback partnerships – We decided that there were some rules we all needed to keep. When we become feedback partners, we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Talk about** how they have approached their learning
- **Tell** our partner the good things we see in their learning
- **Look for** a way to help our partner improve their learning
- Try to make our suggestions **positive** and as **clear** as possible
- **Listen** to our partner's advice because we are trying to help each other improve our work and learning
- **Be respectful** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair

(Adapted from: Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)



Appendix D

Teaching Assistant Feedback

Comments linked to effort:

I was delighted by the super effort you made today.

We worked well together today.

I was disappointed with the effort you made today.

Comments linked to attainment:

- ✓ You used consistently today
- ✓ You remembered to use your today
- ✓ You needed little help/no help to complete your task
- ✓ You shared your ideas with me today
- ✓ You understood the task and talked about your work
- ✓ You haven't showed me clear understanding of the task
- ✓ I think you have not understood this today
- ✓ You've written a very good today
- ✓ Well done you did
- ✓ You have shown super understanding
- ✓ You have shown good understanding
- ✓ You have shown some understanding but next time
- ✓ You need more practise to grasp this
- ✓ Super work! You did this all by yourself [independently achieving]
- ✓ Well done! Only a little help needed [needing some help]
- ✓ You've achieved today's task well
- ✓ I liked the way you were able to work on your own today



Appendix E

Possible questions for use in a pupil conference:

What's going well?

Can you tell me one thing that has made you feel proud recently?

What do you find difficult? What/who helps you? What do you do if you get stuck?

Tell me about someone who is good at thinking in [subject]. What do they do?

Which maths lessons do you enjoy most? Why?

What helps you to learn in the classroom?

Which resources in our classroom do you find most useful when learning?

What targets have you worked on so far?

Thinking about your last target, if you were going to teach this target to someone else, how would you do it? What would they need to know?

How do you make sure you are an excellent learner?

Socratic Questioning examples for deepening and broadening learning:

Can you explain that?

What do you mean by that?

Why do you say that?

Can you give me an example of that?

Do you have any evidence for saying that?

What would be the consequence of that?

What might someone who disagreed with you say?

What are the differences between those views?

Is it possible to make up a rule about that?

Is there another point of view?



Appendix F

Meta-cognition and self-regulation strategies

The Sutton Trust “Toolkit of Strategies to Improve Learning” (2011) reports that meta-cognitive and self-regulation strategies are very effective in raising pupils’ attainment. Overall, these strategies involve us being aware of our own strengths and weaknesses as a learner, being able to set and monitor goals within a task and having strategies to choose from or switch to during learning activities.

Self-regulation includes both affective capacities – moods, feelings and emotions and cognitive capacities – beliefs, perceptions and knowledge. Learning and attainment are best understood when we acknowledge the interactions between affective and cognitive processes. For example, self-regulation focuses on how learners actively manage their feelings and motivations to learn.

Self-regulated learners...

- Understand the learning objective and how they can achieve it using the clear success criteria given
- Concentrate on instructions given
- Use effective strategies to organise ideas, e.g. mind maps, flowcharts, highlighting, summarising etc.
- Know where to access resources and use them effectively
- Monitor their own performance through the use of self-assessment
- Manage their time effectively to get the most done during task time
- Hold positive beliefs about their own capabilities and have an “I can” attitude towards new tasks

Strategies to support the development of meta-cognitive and self-regulation skills in the classroom:

- Modelling approaches for planning and asking pupils to identify the different ways that they could plan (general strategies) and about best approach for a particular task (specific technique).
- Helping children to identify the key steps they need to be aware of as they go through a task to keep it on track – where might this go wrong? What will be the difficult parts?
- Providing opportunities for children to engage in challenging and collaborative learning experiences where they are encouraged to make their own decisions.
- Involving children in evaluating their own and others’ work through self-correction/peer marking.
- Creating a learning environment with resources displayed which support children’s current learning.
- Having a system in place for children to know how to access/ask for help from adults or peers.