



Guardian Angels Catholic Primary School

MARKING AND FEEDBACK POLICY

Date Written	January 2025
Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
Date for review	January 2026

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback".

Professor John Hattie (Influences on Student Learning)

"Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers."

EEF (Research findings, 2021)

Introduction:

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner this is in line with the school's positive approach to self-assessment.

Aims and purposes:

We mark children's work and give feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear picture of how far they have come in their learning, and what they need to do to improve further;
- Offer them specific information on the extent that they have met the learning objective;
- To set individual challenging targets;
- To promote self-assessment, whereby they recognise their strengths and weaknesses and are encouraged to work on these;
- Share expectations;
- To provide a basis for both formative and summative assessment;
- To provide ongoing assessments to inform our future lesson planning.

What is feedback:

The EEF Teaching and Learning Toolkit defines feedback as *'Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.'*

Feedback seems extremely powerful. It is 'among the most common features of successful teaching and learning' with an average effect size of 0.79, 'twice the average effect of all other schooling effects' (Hattie, 2012). The Sutton Trust place feedback in its top 8 interventions at +8 months. Metacognition and self-regulation which are closely linked are also included at +8 months.

Feedback does not mean marking. Even feedback in the direction of teacher to student does not just mean marking. It is a much broader concept. It is one of our six principles of Teaching and Learning.

Taken from Education Inspection Framework: Overview of Research (2019):

Formative assessment involves using assessment in the classroom to raise pupils' achievement. **It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).**

Formative assessment is not just about what learners know or can do, but also about the way that teachers themselves use assessment. **Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist.**

What makes effective formative assessment and feedback to Pupils?

Dylan William (2011/2018) *Formative assessment is about finding out where learners are in their learning, finding out where they are going, and finding out how to get them there. These processes...can be grouped into the five key strategies of formative assessment below:*

- 1. Clarifying, sharing, and understanding learning intentions and criteria for success**
- 2. Eliciting evidence of student learning**
- 3. Providing feedback that moves learning forward**
- 4. Activating learners as instructional resources for one another**
- 5. Activating learners as the owners of their own learning**

Principles of Effective Feedback (to students) (Wiliam 2011)

- Feedback should be more work for the recipient – it should cause thinking
- Feedback should be focused – less is often more
- Feedback should relate to the learning goals shared with students.

Factors That Affect Whether Feedback is Effective (summarised from Wiliam 2018)

- Praise - giving written praise had no effect on achievement.

EEF (2016) stated:

- *Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.*

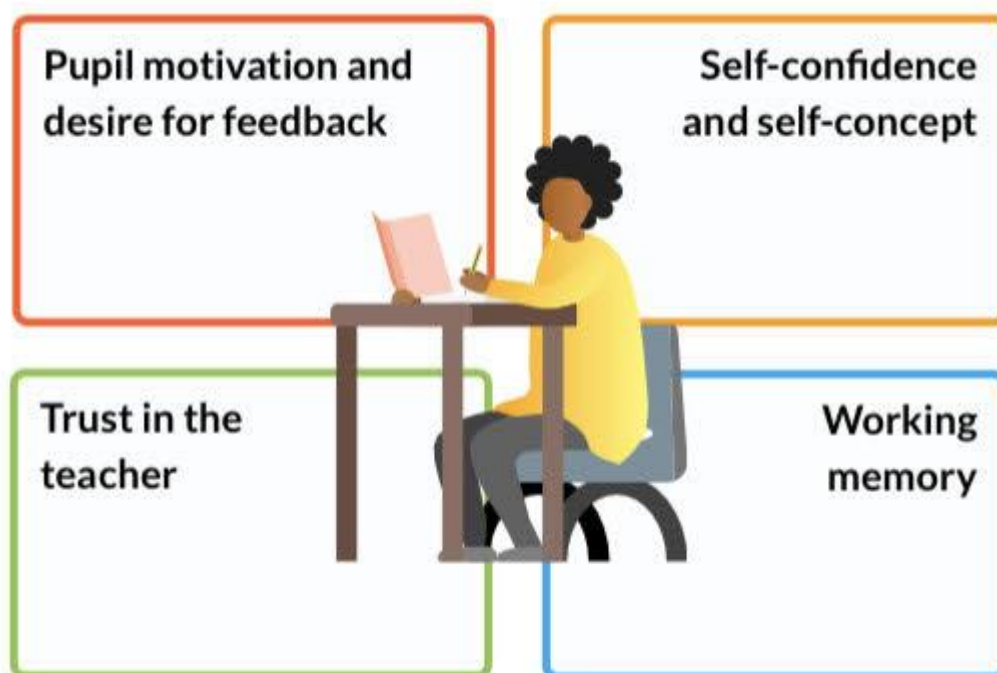
Teaching Standards:

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Make use of formative and summative assessment to secure pupil progress.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Reasons for feedback:

- To recognise, encourage and reward children's effort and achievement
- To indicate how a piece of work could be improved upon and to provide feedback on strengths and weaknesses
- To improve pupil's confidence in reviewing their own work and setting future expectations
- To develop pupil's awareness of the standards that are expected of them
- To identify pupils who need additional support/more challenging work
- To aid planning
- To measure progress

Factors that may influence a pupil's use of feedback (EEF, June 2021):



Feedback and marking in practice:

Type	What it looks like
1 - In-lesson Feedback	During deliberate practice, in-lesson feedback is prioritised. This could take the form of: <ul style="list-style-type: none">• Scaffold marking for individual students• Verbal feedback to individual students• Pausing the class to reteach/remodel• Pupils complete improvements/corrections in red pen
2 Post-lesson Feedback (Marking)	Whole class feedback used to support marking (see below) – no expectation to write in individual books or print proformas for all. There may be cases when individual marking of work is a more effective method. If this can be justified and still fulfils the objectives of the policy that may occur. Sufficient time to be given to following up on this post-lesson feedback as soon as possible.

	Pupils complete improvements/feedback tasks in red pen
3 - Recording of Formative Assessment	Formative assessment can be used to build a fuller, more holistic overview of pupils' progress. As such, it is expected that individual teachers keep accurate and up-to-date records of ongoing formative assessments where these could be used to inform their professional judgment upon individual pupil's attainment or progress. Not all formative assessment will provide recordable data but where it does teachers should record this to help build a fuller, more holistic overview of pupils' progress to support judgements. This could include other assessments/tests (e.g. end of unit), progress checks, knowledge or terminology tests/quizzes, homework scores, in class exam practice question marks, etc
4 - Feedback on Summative Assessments	It does not require teachers to write this feedback out for each individual pupil (e.g. may use photocopied grids, codes for pupils to write their own summary of strengths and how their work could have been better) From this feedback, time (likely a whole lesson) should again be given to address areas of weakness. It is likely that this can be done following a similar whole class feedback model/through a range of tasks.

Whole class feedback:

Whole class feedback does NOT mean one blanket task/outcome for all pupils. It also does not mean that the students' books are never looked at. The method (Sherrington 2017):

- Take all your pupils' books in and read through the work that you want to give feedback on
- Common technical errors and misconceptions
- Common areas for improvement either in the substance of the work or the presentation
- Common spelling and grammatical errors
- Particular books that demonstrate excellence to share with the whole class
- Particular students who will need special attention

Ideally the following lesson, give the books back out and run through your comments. Give pupils redrafting tasks to address the common issues, check their spellings, search for the common errors and make immediate improvements in their books. This could also include re-teaching a topic/idea as needed. It is NOT just correcting their answers. It may be re-drafting, writing another similar answer, completing more practise questions on a topic. A substantive amount of time needs to be given for this.

Show the examples of excellence and talk individually to the students who need special attention.

Feedback to pupils is information about the task that fills a gap between what is understood and what is aimed to be understood. It should be capable of producing and improvement in students' learning. Feedback leads to all the work (improvements/ corrections/additions) that a pupil wouldn't have done without this next step of input.

Marking Approaches:

Verbal Feedback

This means the discussion of work and direct contact with the child and should take place during every lesson.

Quality feedback

This takes place on extended piece of work only. This will link to the individual targets that the children have been given, or the learning objective / success criteria of the lesson. This can also take the form of a task to correct any misconceptions from the lesson. There are a range of prompts that can be used:

- A reminder prompt: It reminds the child of what could be improved.
- A scaffold prompt: Most suitable for children who need more structure than a simple reminder.
- An example prompt: Especially successful with average or below average children. This prompt gives a choice of answer, word or phrase.

General comments are written in green pen

Children are made aware of the Learning Objective and Success Criteria and will use this to self-assess where appropriate. In KS1 the LO can be printed on the top of work if necessary. An example of the possible LO/SC is given below with a challenge Success Criteria in Blue. Teachers also use the presentation scale to assess the quality of a child's piece of work.

Learning Objective	To know that some of the Parables of Jesus are about watching and preparing.				I Think	My Teacher Thinks
Success Criteria / Knowledge Goals	I can recall some of the parables told by Jesus					
	I can understand that some of these parables can help us think about preparing for Christ to come again.					
	I am able to summarise and retell these parables for people today					
Presentation Scale	1	2	3	4	5	

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as **ticks, codes or stickers**. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended

outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

RE Questions for Deepening

Children will be given an AT2 / AT3 deepening question with RE lessons to allow them the opportunity to respond to questions independently, sharing their beliefs and understanding how religious education can impact the way we live in God's world.



Peer and Self-Assessment

Children will edit and improve their work using **red pens**. This will include improvements to grammar and punctuation. Teachers should allow adequate time for children to respond to marking and feedback: this could be at the start of each lesson. Children self assess using unit markers where appropriate.

Marking and Feedback procedures:







- All marking shall be completed in **GREEN** pen
- Within English and Maths, teachers will mark a focus group within the lesson interactively whenever possible. Interactive marking needs to show dialogue and be meaningful to the child. This will allow misconceptions to be addressed within the lesson.
- Within other areas of the curriculum, marking shall be completed daily or when a piece of work is completed
- Next Steps and follow up questions can be used if it forwards learning of children if required.
- Good presentation is expected and will be marked using the presentation scale
- Wherever possible, marking will be related to the Success Criteria, which has been shared with the children
- Not all incorrect spellings will be picked up on though teachers will point out key words. For KS1, teacher will box consistently misspelt key words and children will then use key words and resources available in the classroom. KS2 will use SP as an indication of incorrect spelling and encourage children to use a dictionary.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage children to work to their full potential. Incorrect answers will be identified by a dot.
- Where it is applicable, some pieces of work may be marked with a single tick that shows that it has been completed successfully. This may be appropriate where children have completed pieces of work that have allowed them to consolidate and practise.
- Appropriate comments or questions will be written in language that the child understands

- Every effort will be made by teachers, to allow children time to reflect on the marking, answer questions and edit/improve their work at the start of each lesson.

Marking Codes:

✓	This shows a correct answer
.	This shows an incorrect answer
VF	Teacher has given verbal feedback
WS	Supported work
1:5 CT / 1:5 TA	Ration of pupil to adult support
SP	This shows a spelling error has been made (in the margin or above the word depending on child)

Key Stage 1 Marking can also include for children needing visual prompts / Widgit:

	Capital Letter
	Full Stops
	Listen to the sounds
	Finger Space
	Check you spelling
	Handwriting

Light touch marking takes place in all foundation subjects but should clearly identify any misconceptions or spelling errors for key vocabulary.

Marking will support a learning environment in which it is 'safe to fail' and in which we learn from our mistakes. By valuing effort and thinking our marking, children will become more aware of the difficulties they have already overcome.

Presentation:

- Clear Date and Learning Objective for all pieces of work (underlined in KS2).
- Long date written for all subjects with the exception of maths where the short date is used.
- KS1 children to write in pencil (KS2 in pen once a pen licence is awarded)
- Use a single line to cross out mistakes with a ruler.
- KS2 children to rule a margin in maths books 2-3 squares from the edge of the page