

Marking and Feedback Policy

St. Mary's Catholic Primary School

During the Lesson

Marking should be carried out using a **GREEN PEN**.

Where possible, staff should mark tasks set as pupils are working. TAs, as well as teachers, should check the children's work and help them to clarify any misconceptions during each lesson. If a teacher, or TA, works with a group (or individual pupil), they should indicate the level of support given referring to the '**Self-scaffolding Triangle**' (Appendix 2) e.g. P = Prompting.

Pupil Self-Assessment

At the end of **every lesson**, all pupils (from Year 1 upwards) should self-assess their understanding of the learning objective using a smiley face as follows-

- **Happy face:** I fully understand
- **Straight face:** I understand but need more practice
- **Sad face:** I don't understand

Pupils from Year 2 upwards (more able Yr2 children from the beginning of the Autumn Term) should write a comment next to their smiley face indicating what they now know after the lesson e.g. '**I know...**'

English: Extended Writing

- Pupils should stick a Focus Education '**Success Criteria**' into their books – **every** Extended Writing lesson (at least every two weeks).
- After completing their writing, the pupil **and peer**, should tick this checklist.
- Pupils should write **WWW (What Went Well) and EBI (Even Better If)**. Pupils need to be trained/guided to base these comments on the 'Success Criteria'.
- **Teachers should mark the work, tick the 'Success Criteria' and then write a comment relating to each pupil's self-correction.** *You could write 'I agree' or 'great self-assessment'.*

Targets

- At the start of the week, pupils **must** stick in their 'Weekly Maths Target' sheet (Focus Education Template).
- Writing Target sheets should be stuck in at the front of each pupil's English book. These should be updated at the end of each term based on teacher assessment (during our 'Assessment Week').
- Other Subjects: Pupils should stick in the relevant Knowledge Organisers at the start of each unit of work and be reminded to refer to this throughout the topic.

Stages in Teacher Marking

- 1) Mark/correct each pupil's work (this could be done during the lesson as the child is working). Highlight any errors or areas for improvement using our agreed 'Marking Symbols' checklist (Appendix 1).
- 2) Stampers showing progress against the Learning Objective (**every lesson**):
 - '**You've achieved your target**' – if the learning objective is achieved (Green stamp).
 - '**You're working towards your learning objective**' - if the learning objective is almost achieved (Amber stamp).
 - '**You've not yet achieved**' – if the child didn't achieve the learning objective e.g. if they made lots of errors in their work (Red stamp).
- 3) Teacher comments and next-step marking

- **All comments should be related to the learning objective.**
- If a child shows a clear lack of understanding, there needs to be some kind of follow up work. The teacher could write 'We will look at this together' and then plan further support. Evidence of this follow-up work **needs** to go in the child's book, e.g. corrections or extra work on the same topic.
- Don't write comments starting with 'Try to...' or 'Remember to...'. Writing a comment with 'yet' or 'not yet' is a good way to help support our Growth Mindset school culture. Example: *Bob, you have 'not yet' labelled your diagram.*
- Praise effort (this could be done using House Points and/or stickers).
- Use questions to clarify pupil understanding, or to challenge them further. **Next-step marking should be as appropriate but at the very least as detailed in the table below:**

Curriculum Area	Next step marking comments should be written...
English	Once a week for every pupil (more often if errors)
Maths	Once a week for every pupil (more often if errors)
R.E	Once every fortnight (more often if errors)
Science	Once every fortnight (more often if errors)
History and Geography	All Rising Stars 'Key Assessment Tasks' should be marked in-depth (at least once every half-term) using the RS Assessment Criteria. Please write either WT, M or Exc at the bottom of their work. You also need to write a TARGET (based on the RS criteria). If a child shows a clear lack of understanding (any work), there needs to be some kind of follow up-work. Errors in work should be identified and corrected.
All other subjects	At least once a topic for every pupil. If a child shows a clear lack of understanding, there needs to be some kind of follow up work. Errors in work should be identified and corrected.

Please Note: Next-step marking should take place more often if a pupil doesn't achieve the learning objective e.g. they make lots of errors.

Spelling Corrections

- Teachers should write 'Sp' next to any spelling errors (Maximum of 3 errors).
- Pupils in Upper KS2 should correct the words using a dictionary.
- Younger pupils: The teacher can correct the spelling and ask the child to copy the word out 3 times correctly.
- Spelling corrections should be subject specific.

Pupils Responding to Teacher Marking

- Give pupils time to respond to teacher marking (**at least 5 minutes at the start of every lesson**).
- Every lesson: pupils should respond to their teacher's marking as appropriate e.g. answering questions or following any instructions/commands. **If a pupils has not been given a next step: they should initial the teacher comment to show they have read it.**
- Correct spelling errors.
- If the child has any spare time: they can spend this time looking at their Knowledge Organiser.
- Teachers should acknowledge the pupil's response to their marking e.g. tick any work they have corrected or check any spellings they have written out.

Appendix 1

Marking Symbols

✓	Correct/good point/well-written
X	Incorrect/wrong point
Sp	Correct a spelling mistake
P/T	Punctuation/Tense
^	Insert another word
//	Start a new paragraph
?	This does not make sense
E.g.	Provide examples

Appendix 2

Self-scaffolding Pyramid

