



**St Mary's C.E.
Primary School**
Every Child Flourishing...

Marking and Feedback Policy

St Mary's Primary

December 2024

Rationale:

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective **John Hattie** argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at St Mary's Primary School:

At St Mary's we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.



Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning.

Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child, using purple pen.

Marking and Feedback:

Marking:	Purpose:
<p>Marking in the Moment</p> <p> Verbal Feedback</p> <p>Pupils should be encouraged to respond to this in purple pen immediately by both teachers and TA's.</p>	<p>Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.</p>
<p>Improvement Marking</p> <p></p> <p>Pupils should be encouraged to respond to this in purple pen immediately by both teachers and TA's.</p>	<p>Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.</p>

Learning Acknowledgement ✓ = specific praise	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.
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Non-Negotiables Marking:

At St Mary's Primary, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning objective and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct. All corrections will be carried out in purple pen.

Marking in the moment:
Date, titles and T, TA or IND are checked and children are given the opportunity to correct if copied incorrectly.
Marking is focused upon lesson objectives and success criteria (differentiated accordingly).
Verbal feedback to children will provide opportunities to self-correct, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.

Marking is to be done in a clear legible handwriting style.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately, and misconceptions can be addressed in the lesson.

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment

When staff have been unable to Mark 'In the Moment' All learning will be acknowledged in full:
Date, titles and T, TA or IND should be checked to ensure that habitual errors are not being made.
The content of the learning should all be read in detail and check against the lesson objectives (differentiated accordingly) for accuracy
A short-written acknowledgement e.g. Super effort, or sticker (where appropriate) and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified, and misconceptions can be used to plan future lessons accordingly.

All staff should ensure that marking in the moment and marking completed remotely is completed in a different colour to purple to show clearly where work has been corrected/improved by the child or young person.

Marking of specific subjects:

Marking of Mathematics:	<ul style="list-style-type: none"> • All pieces of work to be marked with a tick or dot. • Any corrections to be made in purple polishing pen. • Children marking their own fluency answers, but a teacher must acknowledge this with a tick on the page or with corrections where appropriate.
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	<ul style="list-style-type: none"> Any modelled layouts to address misconceptions written by teachers to be completed in purple pen and marked by an adult.
Marking of English:	<ul style="list-style-type: none"> Work will have clear learning objectives (WALTs) in books. It is clearly marked whether work has been completed independently, T (worked with the teacher) or a TA (worked with a teaching assistant). Work is ticked or dotted by an adult where appropriate. Use of pupil self-marking in lessons where appropriate, using purple pens to do this. Where work is marked by a pupil, there is an indication that work has been overseen and checked by the teacher through a tick or dot. Pupils edit learning at given opportunities with a specific focus and taught skills. Stars used to indicate where children need to try again or complete an extension task. Appropriate spelling, grammar and punctuation errors identified and edited. Improvements are completed using purple pens.
Marking of Wider Curriculum:	<ul style="list-style-type: none"> Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children understanding during the learning. Work marked with a tick as an acknowledgement that the teacher has read the work. Some more in-depth marking will be carried out if necessary. Any common misconceptions addressed at the start of the following lesson. Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. Post

	it notes can be used when to provide feedback that can be put with the child's work.
Marking of reading:	<ul style="list-style-type: none"> • Work will have clear learning objectives (WALTs) in books. • It is clearly marked whether work has been completed independently, T (worked with the teacher) or a TA (worked with a teaching assistant). • Work is ticked or dotted by an adult where appropriate. • Use of pupil self-marking in lessons where appropriate, using purple pens to do this. • Where work is marked by a pupil, there is an indication that work has been overseen and checked by the teacher through a tick or dot. • Pupils edit learning at given opportunities with a specific focus and taught skills.

Review:

This policy will be reviewed annually by staff and governors