



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

# **St Charles' Catholic Voluntary Academy**

## **Effective Marking and Feedback Policy**

## Effective Marking and Feedback Policy

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

*John Hattie*

*"...the impact of feedback is 124 times more cost effective than reducing class sizes"*

*Higgins/Sutton Trust Report*

### Introduction

At St Charles' Catholic Voluntary Academy, we believe effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. Learning opportunities are ambitious and focus on success and improvement needs against learning objectives and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

### Our Vision

The St Charles' way is for every child to: 'Belong, Believe and to Blossom'.

### Aims

This policy supports our school's ambitious aims for all pupils to "Belong, Believe and Blossom." At our school, we believe that every child's work will be valued and they will be given the opportunity and experiences to develop their creative skills and to fulfil their God given potential. Teachers have high expectations and deliver lessons, which are both engaging, creative and challenging for all pupils.

### Consultation

This policy was written by the Senior Leadership team in consultation with the headteacher and staff.

### Sources and references

DfE- The National Curriculum 2014  
Endowment Trust  
Assessment Policy  
SEND Policy  
Positive Behaviour Policy  
English Policy  
Calculations Policy  
Handwriting and Presentation Policy  
Curriculum Intent Statement

## Aims and Purpose

### 1. Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to improve.
- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Effective feedback ensures that 'pupils learn more and remember more' impacting long term memory.

### 2. Processes

**Four types of marking and feedback occur during teaching and learning at St Charles':**

**Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may be verbal feedback given during 1:1 learning conference with a pupil or in a group basis. For younger pupils, this can be noted down to record the feedback and response process.

- i) **'Light touch' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- ii) **'Live marking'** the teacher or support staff mark alongside the pupil and give verbal feedback.
- iii) **'In depth' marking** which may involve extended piece of writing which is to be marked in depth, alongside success criteria ladders and opportunities for peer assessment. By the end of Year 2, Key Stage 1 should be moving towards this model.
- iv) **Self –assessment and peer assessment** of the attainment and success of a piece of work. The class teacher still needs to oversee this process and comments on the pupils completed work.

### 3. Non-negotiable Procedures for Marking

All marking is to be carried out in green pen by staff and pupils to response **neatly** in purple pen.

English and Maths books should be marked daily and all other books on a **weekly** basis.

All marking is to be done in a clear legible handwriting aligned to the school's handwriting script. (See Handwriting and Presentation Policy).

Pupils are to respond to pen in purple pen in Key Stage 2 and be moving towards this by the end of Year 2.

The marking code is to be followed in all cases and should be age appropriate. (See Appendix 1)

The marking code should be accessible to all pupils in the learning environment.

**Green pens** (Green highlighters) are to be used to identify what a pupil has done well based upon the learning objective and success criteria.

**Pink** highlighters are to be used to identify the pupil's next steps in learning and to challenge them.

**Yellow** markers highlight mistakes and common misconceptions, which are to be corrected in purple pen by pupils.

### **Self-Assessment**

Pupils will have a range of opportunities to assess their own learning .At the end of each session pupils will write in their books if they achieved the Gold, Silver or Bronze success criteria by writing one of the following. Gold, Silver and Bronze learning objectives and success criteria are displayed and shared with pupils at the beginning of each lesson.

**Gold**  
**Silver**  
**Bronze**

### **Peer Assessment**

Where peers assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest an area for improvement. This can be done using a pencil and the peer assessor's initials must also be left.

All pupil's work must be marked by Teacher or Support Staff in all subjects using the school's policy.

### **Giving Effective Feedback to Pupils**

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do and what they need to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so they can swiftly move forwards towards desired outcomes.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for the individual pupils, yet be easily executed and in brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise-e.g. times tables, attention to place value, spellings, punctuation, grammar
- Begin a thoughtful dialogue about learning between the teacher and pupil
- All marking is to be followed up by teachers.

When constructing feedback, teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement for learning?

### Expectations of the pupils and responding to comments

#### 'Think for pink time'

***All pupils will be given the opportunity to respond to marking.***

- Pupil response to comments should be made in purple-so that it is clear they have been completed.
- In the EYFS the marking process, maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.
- All pupils in Key Stage One and Two will respond to marking in line with the school's policy.

## Children with Special Educational Needs

Children who are making less than expected progress with reading, writing and maths are quickly identified so that appropriate support can be put into place. Work will be set and marked appropriately in accordance to the pupils needs. Progress will be monitored carefully to measure the impact of the support or intervention programme used. Where progress continues to be a concern, the SENCO is consulted to plan further support (see also Special Educational Needs Policy).

## Seesaw

The Seesaw IT app is effective in engaging pupils in their learning, and enables pupils to have a complete understanding, to their next steps in learning. Feedback using Seesaw, gives pupils the opportunity to have immediate interaction with their teachers. Feedback can be written, verbal and is instant creating a two way dialogue between peers, pupils and teachers.

## Expectations of the Class Teacher and Support Staff

- It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

## Monitoring and Role of the Subject Leaders

- Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area.
- It is the responsibility of the Head teacher to ensure that effective marking and feedback is completed in line with the policy.
- **Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the school's policy.
- **Students in school** are required to follow this policy as appropriate, however the class teacher is required to initial marking completed by the student to ensure quality assurance.

## Review

This policy was adopted and reviewed September 2021

This policy will be reviewed September 2022