

ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



www.clitherow.herts.sch.uk
admin@clitherow.herts.sch.uk

Feedback and Marking Policy

Ownership: **Governors' Curriculum Committee**

Document Date: Autumn 2023

Review Date: Autumn 2024

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process

Section 48 Diocesan Inspection October 2018

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

Ofsted May 2024

*At St Margaret Clitherow School we are committed to Safeguarding Children
Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*



working in partnership to promote
excellence in teacher education



Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him
At St Margaret Clitherow School we are committed to Safeguarding Children

FEEDBACK and MARKING POLICY

What is the purpose of the policy?

The purpose of this policy is to ensure consistent and effective feedback is given that moves our children's learning forward. This promotes the achievement of high-quality learning outcomes and helps secure significant progress over time for all our children.

Feedback at St. Margaret Clitherow is designed to provide purposeful prompts that celebrate success and provide explicit, concise guidance for improvement, as needed. As such, improvement prompts provide focused diagnostic support, guidance, and challenge for learners.

Our aim, within providing feedback, is to provide immediacy and purpose for our children as learners and develop their independence and reflection. A further aim is to actively minimise traditional marking workloads for teachers to ensure professional time and resources are used more effectively to secure progress.

Feedback at St. Margaret Clitherow serves a single purpose – to achieve high quality learning outcomes and secure significant progress over time.

All feedback and marking should be meaningful, manageable and motivating.

It is an expectation that feedback and marking is in-line with school policy and is up to date.

Feedback and marking should:

- Be manageable for teachers and involve all staff supporting learning in the classroom
- Aim for immediacy
- Strive to provide opportunities for coaching for improvement
- Provide explicit feedback to children, relating to the learning objective and success criteria
- Give focused praise for achievement
- Provide explicit improvement prompts, as needed
- Allow specific time for children to read, reflect and respond to improvement prompts
- Acknowledge children's improvements as a result of responding to a prompt. This closes the improvement cycle
- Show the children that their learning is valued and purposeful
- Ultimately be seen by children as a positive impact in improving their learning
- Allow teachers to reflect on the pace, pitch and purpose of learning and make appropriate adjustments to achieve high quality learning outcomes and secure significant.

Practice must be consistent across the school. At St. Margaret Clitherow, we have the following agreed and expected practice when marking our children's learning:

Learning Objectives

A learning objective must be included for all pieces of learning. This provides clarity of what is being learnt and understanding of what success will look like. Learning objectives are always clear and have a common format across the school:

- I will be able to...
- I will understand...
- I will know...

LO: Understanding sum and commutativity in addition.		
Success Criteria	Me	T
1. To know what commutativity is.	✓	✓
2. To use commutativity when answering questions.		
3. To solve more complex questions using commutativity.		

Focused marking is then made against this which allows the pupil and the teacher to assess learning outcomes against the intended success criteria of the lesson.

Marking to the *Learning Objective*

✓	The success criteria has been fully achieved.
-	The success criteria has been partially achieved.
○	The success criteria has not been achieved. This learning will be revisited .
✔ 11/9	Once the learning has been secured , a tick is marked through the circle with the date this was achieved next to it. This will require a planned, appropriate opportunity.
w/s	If appropriate, to indicate learning was completed with support .

If a **recognition** or **success** comment is included, it should:

- Relate to the learning objective
- Be concise and focused
- Recognise the pupil's achievements
- Be legible and clear in meaning
- Be responded to by the child. This can take the form of a comment, a 'thank you', an 'ok' or a smiley face, dependent on the age of the child. This promotes an improvement dialogue.

If an **improvement prompt** is required, it should:

- Clearly and concisely explain what needs to be done to move learning forwards. This may require a:
 - Reminder prompt
 - Scaffolded prompt
 - Example prompt
 - Clarification prompt
 - Challenge/extension prompt
 - Convenient period of time to recap or coach, to secure the learning
- Be accessible for the child and promote independence
- Be engaged with by the pupil in purple pen
- Use consistent codes across the school, as needed – See *Appendix* below
- Be acknowledged on completion by a dated tick. This promotes an improvement dialogue.

Self-evaluation and Peer Assessment


- Effective self-evaluation/peer assessment needs to be explicitly modelled and appropriately supported.
- Expectations for identifying success and suggesting improvements must be explicit to ensure purpose.
- Respect and consideration for the feelings of others must be made clear and modelled as part of the process. It is a constructive critique of the learning, not the person
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task
- The process must be valued by all involved.

Supporting learning in the 'moment'

Being able to intervene with, support and challenge learning as it is in progress is a powerful tool. As such, it allows immediate affirmation of purposeful learning; it provides a gauge on understanding and progress; and it is an opportunity to intervene with any misconceptions.

This requires immediacy. This typically requires adults to be mobile and knowledgeable about their learners and the learning that is taking place.

For the purpose of having a shared professional understanding, we call this a **point of intervention** at St Margarets. It where an adult intervenes within a piece of learning that is underway to support and secure understanding and progress.

A **point of intervention** is captured as a green arrow in a pupil's book: 

Recording in this way captures the point of support, dialogue or action that improves learning as it is happening. From this point, it may then be seen that learning has been secured and that outcomes have improved. For example: a misunderstanding in column addition has been clarified; a reminder about handwriting has been acted upon; or, a conversation about sentence variation improves the quality of writing.








It is also intention that using the green arrow requires no further notation or recording by adults. There should be no additional increase in workload as it is recorded in the moment and an adult's time and attention is focused on securing high quality learning and progress, not about recording supporting details and pupil dialogue.

Monitoring and Review

The Headteacher, Senior Leadership Team and Subject Leaders will regularly monitor the effectiveness and impact of the Feedback and Marking policy. This will include book studies and observations to ensure that feedback and marking is not only of a consistent high quality, but key in achieving high quality learning outcomes and securing significant progress over time.





Appendix 1

Marking codes for Key Stage 1 – To be completed in *green pen*.

	Next to the learning objective if it has been achieved
	Incorrect spelling of common exception word. Teacher will write the word correctly
	Missing word
	Missing punctuation
	For mistakes in maths
	Correct in maths
	Self-assessment codes

Marking codes for Key Stage 2 – To be completed in *green pen*.

Teachers will use the learning objective box for each task to show whether a child has met the success criteria.

	Positive response to marking
	A mistake or misunderstanding that may need to be looked at.
	New paragraph should begin
	Circle around a word or phrase – Incorrect, this needs looking at
Sp C P S	Missing: Sp – spelling C – capital letter P – punctuation S – sense