

St Mary's Catholic Primary School

Feedback and Marking Policy

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St Mary's Marking Policy

Effective feedback and high expectations are essential if children are to make progress; they are key features of Assessment for Learning. Children need to know that an adult will examine their work carefully and give guidance and encouragement to steer them in the right direction. They also need to know that poor quality work is unacceptable. Recurring errors should be used as teaching points.

In line with government guidance on teacher workload, St Mary's has reviewed its marking policy to reduce teacher workload.

Teacher feedback should be meaningful, manageable and motivating for both staff and pupils. We also, encourage children to take responsibility for their own learning. Books should show that children are making progress in their learning.

Feedback in class can be delivered in a variety of ways including marking over the shoulder, individual or group feedback. The most effective feedback is where misconceptions are identified quickly and children can make improvements and progress rapidly. All adults can be involved in feedback.

In practice:

In order to motivate children to do their best and take pride in their work, every piece of work across all subjects should be acknowledged with one of the following. We would expect a range of the following strategies to be seen in books over a half term and that children are showing progress in their learning.

- A tick or a stamp, or a sticker
- Teacher comment
- Indication of working with an adult (group work / worked with an adult)
- Spelling correction – make sure the child has an opportunity to practise the spelling (no more than three per piece of work)
- Handwriting comment
- Modelling
- Target Intervention (TI)

This is done most effectively when teachers circulate in the lesson to provide children with rapid feedback and to eliminate the need to mark lots of books after school.

English extended pieces (sometimes known as long writes).

These would be marked in depth and all children would be provided with a written comment / target that would be responded to by the child, with an English or grammar focus.

Some examples:

Check all your proper nouns and make sure they have capital letters.

Can you add a subordinating conjunction?

Look at this sentence... can you add the correct punctuation.

Where children have misconceptions, these will be identified by an adult and addressed as soon as possible (ideally in-lesson / same day / next day). There will be evidence of teacher intervening with TI. Handwriting and spelling should be addressed appropriately.