

# Feedback and Marking Policy

## Our Lady of the Visitation Catholic School



**Approved by:** Governing Body

**Date:** March 2016

**Last reviewed on:** Summer 2025

**Next review due by:** Summer 2027

## **Rationale**

Our Lady of the Visitation considers that all children's work is valuable and should be treated with respect. Marking is to be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

We recognise the importance of a range of feedback methods which include verbal feedback, pupil self-assessment and written marking.

## **Aim**

Effective Marking:

- Gives children feedback about strengths and weaknesses in their work.
- Reward and encourage effort and progress
- Identifies individual children and groups who need specific help
- Provides a record of progress
- Helps other adults and parents/carers to understand strengths and weaknesses
- Informs future planning
- Should be manageable for staff

## **Types Of Feedback**

Teachers should choose the type of feedback that will support the children to develop skills, understanding and knowledge.

### **1. Self-assessment exercises**

- Answer sheets may be created to enable pupils to assess their own learning. Books can be checked by the teacher to judge who has understood the concept and who needs further support.
- During pupil learning tasks, assess the first question to ensure accuracy of understanding. Pupils can then decide to continue with that challenge or change.
- Self- evaluation – stop learners to get feedback mid-activity and retarget attention accordingly.
- Pit-stop activities for pupils to read aloud and edit their learning so far

**2. Peer assessment – KS2 only.** Pupils mark learning against the success criteria with a peer. Allow time for corrections. E.g. – in the first five minutes of lessons.

**3. Live Marking -** sit with a group or move around the room checking work and make the improvement suggestions orally. This is effective as improvements can be proposed immediately. Focus on the learning intention or the pupil's personal target. Make a note of Verbal Feedback (VF) in the margin

**4. Choose to 'deep mark' only a fraction of the class.** All other learning needs should be checked for understanding but not marked deeply. Pupils who have not met the Learning Intention need to be targeted with support during the next lesson. Assessment will be seen as effective through pupil progress

5. When a Teaching Assistant is also working with pupils ensure they are aware of the expectations for outcomes so that they can also mark the learning. Teachers need the feedback of all adults working with pupils to inform the next steps. This may be through a comment in the pupils' exercise book and a note on the planning

6. When written marking is used, this should support the pupil's development in that curriculum area, providing either feedback on strengths and/or next steps to move learning forward

### **Role of the Governing Body**

The Governing Body has:

- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy
- visit the school regularly
- ensure that everyone connected with the school is aware of this policy

### **Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy
- ensure that marking and feedback is purposeful and manageable for teachers
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is meaningful and manageable
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting
- ensure consistency in marking throughout the school
- ensure all teachers and support staff are trained in giving quality personalised verbal feedback
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy

### **Role of Teachers and Support Staff**

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase
- their marking has a purpose and is consistent
- pupils receive clear personalised feedback about their strengths and areas for development in their work
- pupils are encouraged and rewarded for their efforts and progress

- marking and feedback informs weekly planning
- pupils celebrate their achievements

## Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development
- understand the marking codes
- be aware of the next steps for improvement
- be encouraged to respond during feedback
- celebrate their achievements and share their work with others

## Role of Parents

Parents must:

- must be aware of the school's marking and feedback policy
- realise that marking and feedback highlights a child's strengths and areas for development
- use the marking as seen in their child's books as basis for discussion on their child's progress

In all subject areas feedback will reflect the high standards of the school as well as the curriculum guidelines and policies agreed and developed by staff. As role models for the children we will ensure that the written comments we provide are of a high standard. This will include the handwriting scheme that we use as well as the standard of spelling and grammar.

## How do we mark?

1. Adults will **only** use **green pens** for marking.
2. Adults will never use felt tip pens.
3. Pupils will respond in **purple pen**. For consistency these will be called purple pens not correcting, polishing or responding pens.
4. Stamps, stars and stickers should be used to provide further specific encouragement and positive reinforcement but should only be used when work is of a good standard.
5. Comments such as **Fantastic and Excellent** should only be used when work is of a very high standard and must be clarified with a comment, eg *"fabulous because you have used 4 adjectives to describe the queen."*
6. Comments about effort made are acceptable as well as comments about progress, improvements.
7. Teachers will model developmental marking using the visualiser to ensure pupils are confident when peer to peer marking.

## EYFS and KS1

1. In EYFS, adults should date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled.
2. At KS1 comments will be appropriate to the age and ability of the child. **Do Not** write extensive comments if a pupil cannot read it.
3. When presenting their work:
4. From Spring half term pupils who complete a task independently will write the short date at the top of the page.
5. Pupils will mark off the completed piece of work before starting their next piece.

## Presentation Year 1 upwards


1. Pupils are expected to record the date at the beginning of each piece of recorded learning. In year 1 the Learning intention and date are stuck into the book.
2. The long date will be written on the left hand side of the first line (not top) eg Thursday 15<sup>th</sup> January 2015 (except Numeracy) **Year 1 summer term.**
3. In year 2 and year 3 the title and date are written into the book.
4. In year 4,5 and 6 the learning intention and date are written into the book with the exception of SEN pupils who will be supported, where necessary, to establish these routines.
5. The title will be written on the second line down (miss a line), and centred.
6. Never use graffiti, doodle or scribble on or in books
7. **Underline titles** using a ruler and never leave unnecessary gaps
8. Begin a new page for each piece of learning (in maths a column is regarded as a page)
9. All written work to have a margin. **Year 1 summer 2 term for able pupils.**
10. Question numbers to be written in the margin.
11. Cursive handwriting should be used (where appropriate)
12. **Cross out mistakes with one line** through the mistake using a pencil / pen and ruler (except art, where a rubber should be used).
13. Use quality writing equipment appropriate to the Year Group, consistently using either pen (school approved) or pencil (staedtler) but not moving between them. Pupils will not use felt tip pens or wax crayons in exercise books.
14. Diagrams should be drawn in pencil.
15. When writing on plain pages or paper guide lines should be used.

## Appendix 1

### Codes to use when marking pupil's work

#### Using the correct codes

A series of codes to indicate how the work was completed will also be used to further inform teaching and learning practices.

Code	Use of the code in all classes
<b>Sp</b>	Will be written under the word and the correct spelling recorded above the word for KS1. At KS2 children should look up the mis-spelt word wherever possible. KS1 children must copy the word 3 times at the end of the piece of writing. 3 times at KS2. Words that are continually mis-spelt should be copied into their spelling/word books.
	Where a capital letter has been used incorrectly e.g. my mum is Kind, and where a capital letter has been missed out from a word e.g. My mum is called mary, It is circled and the letter c is written on top of the incorrect letter. Children will be asked to go back and correct incorrect punctuation where possible. To indicate that punctuation or a word has been omitted or used incorrectly. Children will be asked to go back and correct incorrect punctuation.
//	To indicate that a new line needs to be used eg when adding in speech
<b>IP</b>	To indicate a new paragraph.

***Children at Key Stage two will be encouraged to use these codes themselves.***

A series of codes should be used to indicate how the work was completed

<b>S</b>	Support
<b>1:1 or 1:6</b>	Individual or group help with a teacher or teaching assistant
<b>I</b>	Independent (where applicable)
<b>MAS</b>	Mixed Ability Support

#### **Adults use the following codes in marking where applicable**

<b>VF</b>	Verbal feedback has been given.
<b>LIA</b>	Learning Intention Achieved.
<b>AA</b>	Almost Achieved
<b>CT</b>	Cover Teacher
<b>ST</b>	Supply teacher

## Links to other policies

- Teaching & Learning Policy
- Presentation Policy
- Assessment Policy
- Writing Policy
- Spelling Policy
- Home Learning Policy
- English Policy
- Maths Policy

## COVID Addendum

During any period of change related to the COVID-19 pandemic, the OLOV risk assessment states that 'marking of books will be kept to a minimum and will only take place when pupils are away from their desks. Staff are reminded to keep a 2m distance from other adults.'

Staff are encouraged to use a variety of the feedback methods listed in this policy, in order to support health & safety: verbal feedback (from a distance of at least 1m), pupil self or peer evaluation or use of shorter codes to give feedback.

On the whole, staff should be using the methods above to support pupil progress. Where written feedback is necessary, this should be a next step.

### *DFE Guidance Reference*

*'Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.'*