



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Reviewed October 2018

Next review 2019

Teacher Marking

There are two types of marking which need to be used when providing children with written feedback: Acknowledgement Marking and Developmental Marking.

Acknowledgement Marking

- All work needs to be acknowledgement marked.
- All work is to have a clear date and a short, specific learning objective as the title - put this on a sticker or strip of paper where possible - especially for the lower ability learners.

Process:

1. Using a pen which is a different colour from the children's work mark the work using ticks, dots etc. as appropriate.
2. Assess against the learning objective at the end of each piece of work:
 - If achieved, LO✓
 - If exceeded, LO +
 - If not achieved, LO-
 - Reward effort and achievement with stamps/stickers/house points as appropriate and when required.
3. In Key Stage 1, if any high frequency or key spellings are incorrect, correct a maximum of three by identifying the errors using 'sp'. The word is then written at the bottom of the piece of work where the children will copy it out three times. These words may be added to the child's log and learn spellings that go home.
In Key Stage 2, children are encouraged to dot spellings that they are unsure of and have a go in their spelling journals before checking in a dictionary.
4. Identify any basic skills errors (capital letters/full stops etc) as appropriate - no more than three per piece of work. ~~~ indicates a spelling error, ○ indicates missed punctuation.
5. If children have been supported by a class teacher or TA, record 'TA' or 'CT' in a circle next to the learning objective.
6. VF indicates the child has received verbal feedback during their work.

Developmental Marking

- This is not expected for every piece of work - only as needed or when appropriate, but at least once a week.

Process:

1. Identify something that the child has done well. This could be done in a number of ways. This could include:
 - ticks on a success criteria grid
 - highlighting of well-chosen words/conjunctions
 - circling a good example of a calculation strategy being used
 - a written comment
 - etc...
2. Identify and comment on something that the child needs to do in order to make progress. This could be:
 - an edit and improve
 - a spot the error
 - a next step challenge
 - etc...

Peer- and Self-Assessment

2018

There should be some evidence in books of purposeful peer- and self-assessment.

Self-assessment is completed using pencil or purple polishing pens and peer assessment is completed using a coloured pencil crayon.

Examples of peer- and self-assessment include:

- columns in success criteria grids
- underlining good examples
- circling accurate work/calculations
- handwritten comments
- smiley face etc. next to LO
- traffic lights next to LO etc.

Key Notes about Marking and Feedback

- Use positive phrasing e.g. "remember to..." and "make sure...", rather than "don't..." or "you haven't..."
- Avoid using closed questions e.g. 'Can you...?' (children tend to answer with yes or no!)
- Avoid using repetition e.g. ticking something in a success criteria and then writing the same comment
- Marking stickers do not have to be produced for every piece of work in theme
- Other codes e.g. VF and arrows when moving children onto challenges can still be used as appropriate.
- **If you have written any feedback, remember to go back and check that the child has answered it appropriately.**
- If a word has been corrected in a previous piece of work, make sure you respond if it is spelt incorrectly again.

The Department for Education (DfE) published a report in March 2016 by the Independent Teacher Workload Review Group, on eliminating unnecessary workload associated with marking.

What does the report say about problems with marking and workload?

The report says that providing written feedback on pupils' work has become disproportionately valued by schools over other forms of feedback and unnecessarily burdensome for teachers. The reasons for this include the impact of government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers.

It acknowledges that there are myths that need to be debunked, such as the view that to be a good teacher you must spend hours marking, or that there is a link between the quantity of marking and pupil progress. It says that too often when marking is used as evidence for teacher performance, it is the marking itself that is being monitored and commented on, rather than the effect it has on pupil outcomes.

What does ineffective marking look like?

The report points out some of the features of ineffective marking that create unnecessary workload, such as extensive written comments in different colours, adding 'VF' to indicate that verbal feedback has been given, or marking taking place to a false, mechanistic timetable rather than in response to pupil needs. It says that ineffective marking can also fail to motivate pupils, taking responsibility for their work away from them.

How can workload be eased?

The report makes several recommendations, which include the following:

- Marking should be part of an assessment policy along with other kinds of feedback, rather than in a separate policy, and the time implications for teachers should be evaluated
- Subjects and phases should be able to determine policy in their areas, responding to the different workload demands
- Pupils should be taught and encouraged to check their own work by understanding the success criteria

- School leaders should challenge emerging fads that lead to excessive marking practices
- Teachers should develop a range of assessment techniques to support their teaching and learning

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October 2018

Date for review: