

St. Robert's Catholic



Primary

St Robert's Catholic Primary School

Ysgol Gynradd Gatholig Sant Robert

Marking and Feedback Policy

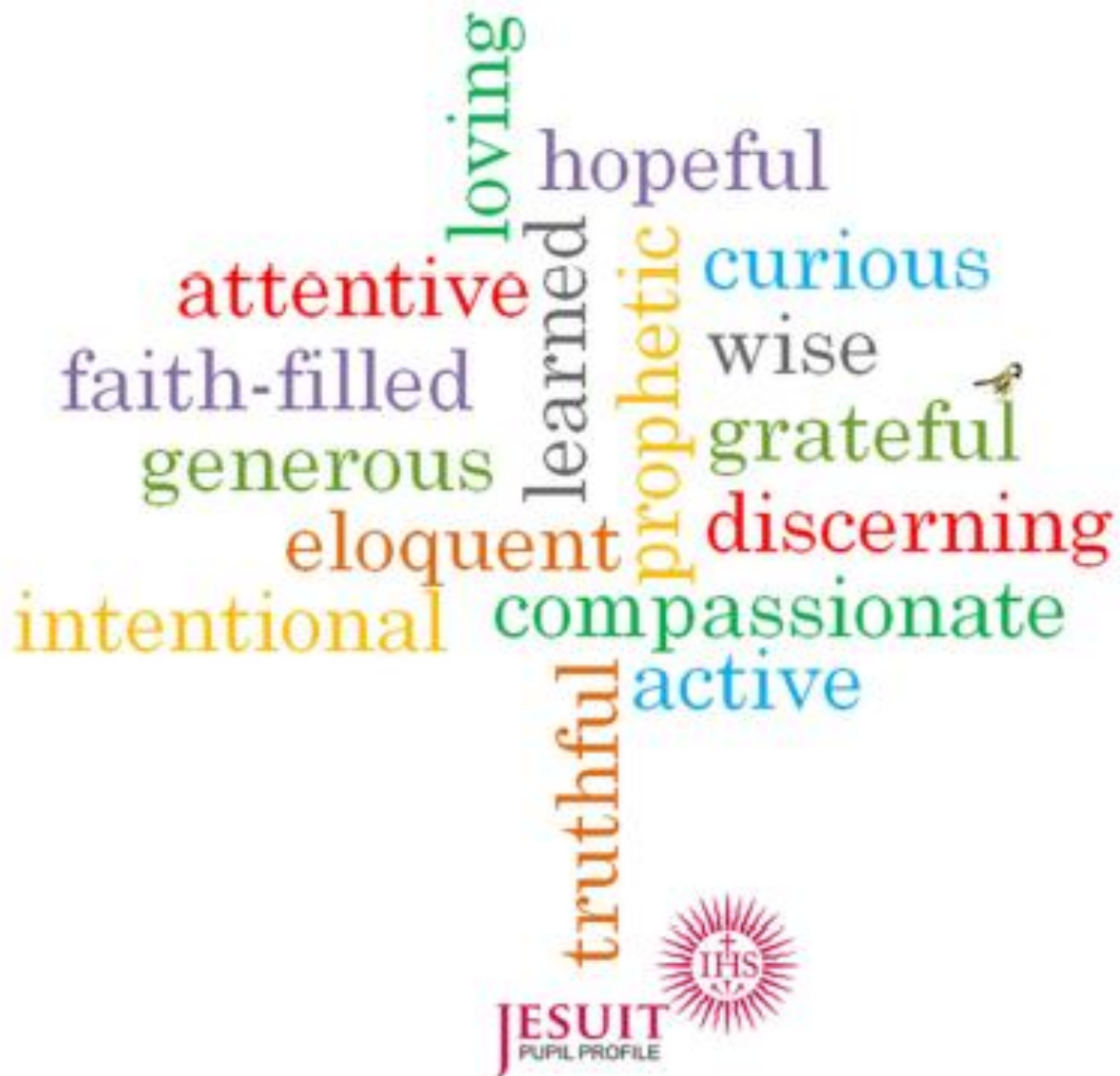
Scope	This policy applies to all stakeholders of the school
Policy Adopted By	Head Teacher and Governing Body
Signed	<i>C Beveridge</i>
Date	Spring 2026
Date of Review	Spring 2028

Mission Statement - 'Jesus in Us' 'Iesu ynom Ni'

Jesus and the 'Good News' that He brings is the basis of our school life.

Each person in our school is unique and our intention is that they will be Ambitious, Capable Learners, Ethically, Informed Citizens, Enterprising, Creative Contributors & Healthy, Confident Individuals.

They will be Virtue - led and develop to their full potential - with Jesus as their guide, the Holy Spirit as their inspiration and God as their loving Father.



At St Robert's Catholic Primary School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus, using our talents and gifts to make our school special. We believe that high quality, consistent and timely marking and feedback enhances children's learning by engaging the children as active participants in their learning and by providing them with personalised support and guidance. The Sutton Trust notes that 'feedback studies tend to show very high effects on learning', whilst Hattie states that 'feedback aims to reduce the gap between where the student is and where he or she is meant to be'.

Therefore, effective feedback should provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

Aims

At St Robert's we mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do same;
- Boost self-esteem and aspirations through the use of praise and encouragement;
- Give a clear picture of how far they have come in their learning and what their next steps are on their learning journey;
- Promote self and peer assessment;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis for both summative and formative assessment and inform individual tracking progress;
- To create a dialogue between the learner and the class teacher;
- To inform future lesson planning.

Effective Marking and Feedback strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At St Robert's Catholic Primary School, we use a range of strategies to enhance the learning and teaching taking place and help our children to take steps forward in their learning.

Verbal Feedback

This means discussion of the work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. This may be to correct a child's understanding or to extend the child's learning. A discussion should be accompanied by a simple comment in the child's book. A VF symbol should be used to acknowledge verbal feedback was given.

It can be quite challenging to give verbal feedback to every child, especially in classes in KS2. It is to the discretion of the teacher how verbal feedback is then given e.g.

- To those children that really struggled to grasp a concept, lack confidence or need further challenging in order to take their learning forward;
- To choose a focus group of pupils for a lesson and only give these verbal feedback.

Written Feedback

Written marking can be broken down into two forms:

- Summative;
- Formative or Closing the Gap.

Effective marking should:

- Be manageable for staff;
- Be positive, motivating and constructive for children;
- Be easy for a child to understand and at their level of comprehension;
- Be written in handwriting that is legible and a model for the child;
- Be frequent and regular with appropriate pieces of work quality marked (closing the gap);
- Involve all adults working with the children;
- Be consistently followed by all staff, across the school, and in line with this policy;
- Positively effect the child's progress.

NB- Support staff are expected to mark the learning of those children they have worked with.

Summative

Summative marking usually consists of ticks/crosses or simple comments for closed tasks or exercises. Comments made should refer to the learning objective and could also refer to the success criteria for the activity, the literacy and numeracy skills used during the task. Comments made should be in child friendly language and easy for pupils to understand.

Comments may also be made about pupil presentation, punctuation and corrections made to spellings. The level or amount of corrections to these secretarial skills is left the discretion of the class teacher, who should consider the child's overall ability, whether the use of secretarial skills is necessary to achieve the objective or the National Literacy and Numeracy Framework aspect that pupils may be working towards in that session. Stickers and stamps may also be used to recognise good work and house points may be awarded also.

EXAMPLES OF AGREED MARKING CODES CAN BE FOUND IN APPENDIX A.

Formative or Closing the Gap

This form of marking can also be referred to as Quality Marking.

At times it is appropriate for a piece of work to be marked in more depth. This may occur after a piece of extended writing in English, at the end of a unit Maths, after the completion of a full enquiry in Science or with more detailed pieces of work in foundation subjects. It is not expected that every piece of work should be quality marked. There are three steps to quality marking a piece of learning:

Step 1: show success

Step 2: Closing the Gap comment

Step 3: make the improvement

Show success (STEP 1) - Praise of pupils' learning should link to the learning objective, the success criteria for the activity, something they have done well in the task, achievement of a literacy or numeracy target or the process of learning that took place including the Building Learning Muscles the child has used;

- *'Wow! That was a great paragraph; you used some really good adjectives.'*
- *'When you stuck today you tried to persevere and work out the answer for yourself – well done!'*
- *'Well done for remembering your finger spaces.'*
- *'You named these shapes really well.'*

This step is often indicated by a **star**.

Closing the Gap comment (STEP 2) – A focussed comment should help the child in “closing the gap” between what they have achieved and what they could have achieved. Again, these can be in response to how well the task was completed, the success criteria for the task or the strategies used to complete the task. There are three main types of prompts that can be used:

REMINDER prompts e.g.

- *'What else could you say here?'*
- *'Can you think of another strategy to try?'*
- *'Remember to check your addition when using the grid method – it will help you to become more accurate'*

SCAFFOLD prompts e.g.

- *'What was the dog's tail doing? The dog was angry so... Describe the expression on the dog's face.'*
- *'Can you fill in gaps in the grid to help you to work out the sum?'*

EXAMPLE prompts e.g.

- *'Here is an example of the grid method. Try one yourself for this sum 34×45 '*
- *You could give the child a choice of words or phrases to use instead*

Make improvement (STEP 3) - Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Pupils should record these comments in a different colour pen.

Whole class Marking and Use of Success criteria

With regards to our use of cold and hot assessments a manageable and effective system for marking in the use of whole class feedback. This involves the class teacher looking through all pupils' books, identifying general areas of successes and areas of development. These are completed onto a proforma which is then shared and discussed with pupils. A copy is place in their books for reference.

When marking an extended piece of work the use of success criteria ensures a clear focus for staff and pupils of the expectation of this learning. Pupils are encouraged to self and peer assess (see next section) using this criteria and staff can identify elements of the success criteria achieved and future way forwards using the marking codes.

Self and peer assessment and evaluation

At St Robert's we are fully committed to the principles of assessment for Learning and recognise that learners are engaged with the learning process through reflecting and making judgements on their own learning.

The level of self and peer assessment that takes place within the school is dependent on the age of the pupils but below are a range of strategies that staff may use within pupils' books as a way of enabling pupils to self assess their learning;

- **Traffic Lights** - (Red – I don't understand, A – I need a little bit of support but am okay and G – I understand this really well);
- **Fist to five** – A number in a circle with a 5 indicating I am confident in this work and then a sliding scale down to 1, I am really struggling;

- **The use of arrows** – point up (I got it), down (I don't understand) or to the side (I am still a little unsure)
- **2 stars and a wish** – two comments linked to the success criteria, objective or learning process that the child feels they have done well and one star – something that they would like to improve within the work.
- **A success criteria checklist** – The success criteria for the activity can listed with pupils ticking off what they feel they have achieved in that activity;
- **Faces** – smiley face (I Understand), middle face (I am unsure) and a sad face (I don't understand).
- **Tickled Pink and Green to Go** – pupils highlight two examples in the work that show the objective have been achieved and write in green one thing that could be improved upon (this can be used by staff as part of closing the gap marking).

This is by no means an exhaustive list of self assessment strategies and there are many more that pupils can use. Teachers can reply to pupils' comments, indicating whether or not they agree with the

child's assessment of their learning and suggesting the next thought/step for learning. E.g. *'I agree you are very good at using connectives. You now need to see if you can use a variety of sentence openings.'* Many of these strategies can also be used when pupils are peer assessing the work of another.

Peer assessment is generally suitable for older children. When giving feedback pupils should be providing a positive comment alongside one way in which they feel pupils could more their learning forward. Pupils should be reminded to comment on the pupils work not the child themselves and to phrase their comments in a sensitive manner.

A Guide for Parents and Pupils

Effective marking will have a positive impact on pupils and parents. It is important that both parties know why and how we mark and are given

guidelines to help and be involved in the process. Parents may wish to know that for instance, we do not correct every mistake but often concentrate on specific criteria. The two guides, one for parents and one for pupils will point out some aspects of our marking policy and can be found in APPENDIX C.

Monitoring and Evaluation

The SLT will monitor samples of books from each class to monitor the implementation of this policy. Feedback from this will be shared with staff. It is hoped that through the effective implementation of this policy there is a greater consistency on the marking of

pupils work throughout the school and that both children and parents have a clearer understanding of their successes and ways in which learning can be taken forward.

APPENDIX A - MARKING CODES USED WITH THE SCHOOL

VF	Verbal Feedback Given
T.A	Teacher/LSO assisted
O.A. or 😊	Objective achieved
P.A. or 😐	Working towards the objective
N.A. or 😞	Not achieved the objective
Word underlined and correction given	Spelling mistake
? placed by a word, phrase or sentence	This doesn't make sense
//	New paragraph needed
Capital letter or punctuation circled	Punctuation error or capital letter needed/not needed
✓✓	An excellent example of working towards the learning objective
Initials	Supply or trainee teacher has marked work
GW	Group work
PW	Paired work
➔	An aspect to work on

MARKING - A GUIDE FOR PARENTS

WHY DO TEACHERS MARK?

We mark:

- to make the children aware that they have succeeded
- to encourage progress
- to help us direct future learning
- to provide a consistent framework for their learning
- to encourage constructive discussion and so promote teacher/pupil partnership
- to raise standards

HOW DO WE MARK?

- verbal comments are particularly valued by the children because they are personal to them
- symbols give immediate visual feedback to the children
- written comments which relate to the learning goals set by the teacher. You will notice that not every mistake is corrected. This is because we concentrate on specific areas of learning at any one time.

HOW CAN YOU HELP YOUR CHILD?

You can do this by:

- sharing an interest in your child's work
- help them focus on the task set
- encouraging them to read the comments and to use them as a guide for improvement

We believe the most important aspect of marking is informing the children whether they have hit the learning objective of the lesson/s and if they have not they are told how to improve.

Please come and see us if you have any queries.

MARKING - A GUIDE FOR PUPILS

WHY DO TEACHERS MARK?

- so you and your teachers know how well you have done
- to let you know you have achieved the learning objective
- so your teachers know how to help you

HOW TEACHERS MARK?

- they talk to you about your work
- they write comments for you to read
- they give house points, stars and stickers
- especially pleasing efforts are rewarded by a visit to the Headteacher
- they use symbols to help you improve your work
- you will see that not all your mistakes will be marked. This is because your teachers want to pick out one or two targets at a time. You can then work on these targets.

HOW CAN YOU HELP YOURSELF?

- take care with your work
- check through when you have finished
- make sure you understand what you are expected to do
- read the comments in your book and make sure you know what they mean