



St Joseph's Primary School
a Catholic Voluntary Academy

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Marking and Feedback Policy

January 2023

Vision and beliefs

At St Joseph's we believe that pupils' self-esteem and resilience develops through positive yet challenging feedback. Therefore, this should improve the progress that children make. In all areas we aim to employ a consistent approach and believe that it is vital that a child recognises the purpose of marking and then benefits from it.

"Feedback is one of the most powerful influences on children's learning and achievement" – John Hattie (2007)

What does effective feedback look like?

- It will provide constructive steps for every pupil to ensure progress.
- It will focus on success and improvement needs against learning intentions and success criteria.
- It will enable pupils to become reflective learners and help them to close the gap between current and desired performance.
- It will provide children with opportunities to edit and assess their own and others' work and give feedback to one another
- It will use information gained together with other information to analyse gaps in children's learning and inform future teaching plans.

How do we make assessment useful for students?

- Comments which focus on how students can improve encourage students to believe that they can improve.
- Feedback advocates the creation of a "culture of success" in the classroom where pupils achieve by building on their previous performance, instead of being compared with others.

- The culture can be promoted by informing students about their strengths and weaknesses and by giving feedback about what their next steps should be.
- Verbal feedback is a very influential method of feedback, and that as teachers don't always have the opportunity for "quality one-to-one dialogue" with pupils in the classroom, verbal feedback between pupils is "vital".

Self and Peer Assessment

In FS and Key Stage 1, pupils should be taught to self and peer assess in a meaningful way, against the success criteria or learning objective. When self/peer assessing pupils should place a face symbol, green, orange or red, to indicate what they feel they have achieved.



In Key Stage 2, pupils should be taught to self and peer assess in a meaningful way, against the success criteria. To self/peer assess pupils should tick the success criteria which they feel they have achieved and find evidence of this in their work, which they underline neatly in coloured pencil using a ruler. By the end of the academic year, Year 2 should also be using this method to self/peer assess regularly.

The pupil should initial their peer assessment to show who has assessed the piece of work.

All self and peer assessment will then be checked by the class teacher who should either tick to agree or alter the assessment.

Verbal Feedback

Verbal feedback between pupil and teacher should be a regular occurrence in every session. It should be specific to the success criteria

given for the learning intention. Every pupil should receive verbal feedback on a regular basis. When this is given 'VF' will be recorded next to the piece of learning.

English Feedback and Marking

All English work should identify key corrections for the pupil to then go back and edit according to this. These developments should be linked to the learning intention as well as grammar, non-negotiables, spelling and sentence structure.

If necessary, teachers may comment on the presentation of pupils work to ensure that work is presented at a high standard.

Children should have the success criteria available for extended pieces of writing. For example;

WALT: Write a non-chronological report.		
Me	Success Criteria	Teacher
	Complex sentences	
	Sub-headings	
	Subject specific vocabulary	
	Present tense	
	Heading	
	Expanded noun phrases	

Success criteria should be highlighted following this system:

For EYFS and KS1 the children should indicate a face on how they feel they have achieved the success criteria. For KS2 the children should tick the success criteria they believe they have met and find evidence of this in their work.

The class teacher should then tick the success criteria that the child has achieved.

If the success criteria has not been met, the teacher should use this to identify a next step in learning.

At the end of every lesson, children should place a 'practice/deepen' sticker at the end of their work. An example of a practice/deepen sticker:

WALT: Write a non-chronological report.	
Practice	Deepen
What is the difference between a sub-heading and a heading?	Explain why sub-headings and headings are used in non-chronological reports.

The practice/deepen sticker should then be highlighted by the teacher to indicate which task the child should complete before the next lesson. A practice task should be used to revisit the skills taught in the lesson. A deepen task should deepen a child's understanding through challenging a skill further.

Maths Feedback and Marking

Wherever possible, maths marking should be carried out within the lesson so that children have instant feedback.

All calculations should be marked correct or incorrect, using red pen by the class teacher. Teachers should identify regular misconceptions made by the children and either provide verbal feedback or another opportunity for children to try the method that has been taught in that session.

If necessary, teachers may comment on the presentation of pupils work to ensure that work is presented at a high standard.

Similarly to English, at the end of every lesson, children should place a 'practice/deepen' sticker at the end of their work. An example of a practice/deepen sticker:

WALT: Add fractions with the same denominator.	
Practice	Deepen
<p>Fill in the missing fractions:</p> $\frac{11}{7} + \quad = \frac{18}{7}$ <p>Can you change the answer to a mixed number fraction?</p>	<p>Three fractions add together to make one and seven eighths. What could the fractions be?</p> $? + ? + ? = 1\frac{7}{8}$

Within the EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher in their maths books.

RE Feedback and Marking


All RE work should identify key corrections for the pupil to then go back and edit according to this. These developments should be linked to the learning intention as well as words which are key to the RE curriculum and topic.

If necessary, teachers may comment on the presentation of pupils work to ensure that work is presented at a high standard.

Verbal feedback, may be used more regularly in RE. When this is given 'VF' will be recorded next to the piece of learning.

At the end of every lesson, children should place a 'going deeper' sticker at the end of their work. The deepen task should relate to the learning intention that has been set. It should use a question to challenge the learner giving a next step using the 'driver' words.

An example of a going deeper sticker:

<p>Going deeper ...</p> <p>Give reasons for your choices to show you understand how Christians are united.</p>	
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An example of driver words:

Learning about Religion: Knowledge and Understanding of -			Learning From Religion: Reflection on Meaning -		
AT 1	i) beliefs, teachings and sources	ii) celebration and ritual	iii) social and moral practices and way of life	AT 2	i) engagement with own and others' beliefs and values ii) engagement with questions of meaning and purpose
Level 1 Driver word - Recognise	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Level 1 Driver words - Talk about	Talk about their own experiences and feelings Say what they wonder about
Level 2 Driver word - Describe	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Level 2 Driver word - Ask	Ask and respond to questions about their own and others' experiences and feelings Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
Level 3 Driver words - Give reasons	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Level 3 Driver words - Make links	Make links to show how feelings and beliefs affect their behaviour and that of others Compare their own and other people's ideas about questions that are difficult to answer
Level 4 Driver words - Show understanding	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Level 4 Driver words - Engage and respond	Show how own and others' decisions are informed by beliefs and values Engage with and respond to questions of life in the light of religious teaching
Level 5 Driver words - Identify and explain	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Level 5 Driver word - Explain	Explain what beliefs and values inspire and influence them and others Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life

Foundation subjects Feedback and Marking




All foundation subjects will be marked using the marking symbols. In foundation subjects marking will focus on the basic skills of the lesson as well as on basic writing skills.

Responding to Feedback

The class teacher should allocate time for the pupils to reflect on their feedback and respond to it at least 3 opportunities a week. This may form part of a morning activity. The more immediate the feedback, the more effective – so it is essential to keep on top of marking that leads to 'action'.

Marking symbols

Individual marking symbols for English and Maths should be placed in the children's books for children and other adults to refer to.

The learning objective has been met or not met	(✓✓LO met/ ✓LO partly met/ • LO not met)
A child worked independently	(I)
A child worked with support	(TA)
Adult to child ratio	1:1/1:5
Child worked with another adult, a volunteer, student or supply teacher	OA
Identifies a next step or area of development	→
Even better if	EBI
What went well	WWW
Other adult marks in blue pen	
Class teacher marks in red pen	
Child marks in green pen	

Benefits to learners

As the marking and feedback policy is used consistently across school it will provide great benefits to pupils through;

- giving them increased ownership of their learning
- greater understanding of the learning objectives of each session
- improved feedback on their learning
- greater awareness of the assessment criteria and how they are applied to their work
- improved understanding of the strengths, areas of improvement and what they must do to progress
- building on previous progress
- learners are learning how to learn and, as a result, learner confidence is increasing
- learners are now able to identify when they need help and they know how to access support
- raising achievement

Date: January 2023