

# CASTLEMORTON CE PRIMARY SCHOOL



## Marking and Feedback Policy

Reviewed :  
Review Date:  
Member of Staff Responsible:

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## OUR CHRISTIAN VISION

An inclusive Church School with a commitment to providing quality education that meets the needs of ALL. Creating successful learners, confident individuals and responsible citizens through a Christian approach of love, care and cooperation, so that everyone has confidence and a lifelong love of learning in order to flourish as human beings.

Love learning, enjoy life and care for one another- LOVE-LIGHT-ALL. Care, Commitment, Cooperation, Confidence.

Love is patient, love is kind... Love never fails (1 Corinthians 13) LOVE

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Matthew 5:16) LIGHT

Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? 5 And when he finds it, he joyfully puts it on his shoulders 6 and goes home (Luke 15)

ALL The most important of these is love- guided by the teaching and love of Jesus.

## Castlemorton Aims

### Introduction

We recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback. The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work.

### Key Principles

At Castlemorton CE Primary we believe that marking and feedback should be based on research into what is really effective for pupil progress as well as best practice. While the purpose of feedback remains consistent across all year groups, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is predominantly immediate and verbal.

Pupils should be taught and encouraged to check their own work as providing extensive feedback detracts from pupils' responsibility for their own learning. This should encourage independence so that they complete work to the highest standard.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation which shows effective feedback should:

- Be given sparingly so that it is meaningful.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- Encourage and support further effort.
- Positively impact pupil progress.

In addition, we recognise the following:

- Immediate feedback is the most effective method. Therefore, teachers will focus on verbal or immediate marking within lessons.
- Marking should be timely and purposeful so that feedback furthers a child's learning.
- Marking should be consistent throughout the school and in all areas of the curriculum.
- Marking should focus on:
  - a) Learning objective (LO) and/or specific success criteria (SC)
  - b) The children's individual next steps
- Teachers should ensure that issues regarding basic skills/secretarial issues, spelling, punctuation and grammar are noted and provided for by the teacher but are not the explicit focus for every piece of marking.
- Next step feedback will focus on the learning intention – **WILL BE IN GREEN BIRO**
- Ensure that where spelling is picked up children are asked to correct work 3 times by way of practice at the end of a piece of work (marking should focus on LO/SC)

### Children must:

- Be continually nurtured in an underlying culture where we celebrate success, embrace challenge, learn from mistakes and make improvements.
- Understand the intention and success criteria against which they are being marked.
- Be given time to use next steps to edit their own work or improve based on the verbal or distant feedback (Incorporated into teachers planning) – **WILL BE IN PURPLE PEN FOR RESPONSE FROM CHILD** (or pencil in Reception and Key Stage 1)
- Understand that marking is undertaken, not to find fault but to overcome difficulties and identify learning opportunities to get better and better.
- See challenges as part of the learning process and encourage them to overcome obstacles. We want a culture of continual review - a continual quest for improvement.
- Have their age and specific needs taken into account when the teachers apply their professional judgements.

### Immediate feedback

- We are mindful that the best and most useful feedback is immediate according to research. In this way quick positive formative feedback can be delivered.
- The adult can talk about and show where the LO and SC have been achieved - Understanding can be checked, improved and extended.

### Distance Marking for Writing and all other subjects

When distance marking teachers:

1. Read the work.
2. Identify if the success against the learning intention with the school code.
3. All positive response is delivered verbally.
4. At the foot of the work the teacher writes a next step comment (to improve immediately on that work) in line with the non-negotiables. This indicates how the work could be strengthened. The comment should be brief and children should respond and edit their work (see examples in the appendix).
5. Feedback on secretarial mistakes should be given verbally and reflect the expectations for that year group. A maximum of three spellings should be identified.
6. In the next lesson or at some suitable point the child is given 5 minutes to acknowledge what they have done well and to action the improvement. Positive verbal feedback should take place throughout the lesson. Revision of own work in purple pen (or pencil KS1) should happen as a matter of course when children finish and reflect on their work.

## Distance Marking for Maths

When distance marking teachers:

1. Tick work to give positive feedback in lesson with teaching assistant.
2. No crosses but indicate areas of errors by adding a green dot
3. Encourage improvement by evaluation/open ended (prove it, show me, describe why..).
4. Identify mistakes and correct them where there is a green dot

## How will this policy be monitored?

- Marking monitoring will be undertaken by the Executive Headteacher, Head of School and other teacher leaders involved in book looks according to the school Strategic Calendar.
- Individual feedback will be given to teachers and key general issues which come out of this will be raised at staff meetings as appropriate.
- Pupil voice will be undertaken regularly to discuss their involvement in the marking process and findings shared.

## Non-Negotiable

1. All learning must be marked in accordance with the feedback and Marking policy.
2. Each week at least 1 piece of maths, 1 piece of English and 1 topic are marked with next step to encourage improvement. All other bits of work need to be edited by children for secretarial features or focussed on the success criteria. The marking in topic and RE should encourage an open-ended question which extends thinking and focussed on the LO (this could be a whole class open ended question/reflective question).
3. Purple pen improvement should be encouraged at the end of each lesson and increase through the school with considerable response from children in year 5 and 6.
4. Success criteria to be used in English for extended writing. These do not need to be stuck in books
5. Teacher's handwriting, spelling, punctuation and grammar is neat and accurate.
6. Marking recognising success takes place in the lesson verbally.
7. Written and verbal feedback is focussed on the learning objective so helps improve learning.
8. Peer-improvement/markings should take place verbally but not written in books
9. Teachers must write in green.
10. Marking codes to be used.
11. A maximum of 3 spellings should be identified in every extended piece of writing and responded to by the child.
12. Stars stuck in books for exceptional work.

## CASTLEMORTON MARKING PROMPTS

Big questions that respond to learning		<ul style="list-style-type: none"> <li>• What would a Christian do in this situation?</li> <li>• Which character was most influential and why?</li> <li>• How did this influence how we live today?</li> <li>• What did the story teach you?</li> <li>• What other measures could you have taken to ensure that the test is fair?</li> <li>• What event came first in the story?</li> <li>• How could you use the Internet to find information on Tudors?</li> <li>• What other investigation could you undertake to prove that heat affects the rate in which sugar dissolves?</li> <li>• Can you describe a healthy life style?</li> <li>• Would a circuit work if there were two bulbs and not one?</li> <li>• What equipment would you need for your investigation?</li> <li>• Why do we need sub-headings? What purpose do they serve?</li> <li>• What other investigation could you carry out using the same equipment?</li> </ul>
Next step Improvement s/self-assessment	Any comments that can be used to improve the current piece of learning	<ul style="list-style-type: none"> <li>• Add interesting openers.</li> <li>• Use the VCOP boards to up-level your writing</li> <li>• Find errors -mark them with your purple pen</li> <li>• Add commas to your writing</li> <li>• Change conjunctions</li> <li>• Re-write this section</li> <li>• 'Add adjectives, fronted adverbials, check capital letters etc'.</li> <li>• 'Check tense'</li> <li>• 'Rewrite using finger spaces.' The child writes the improvement underneath.</li> <li>• 'What more could you say about...'</li> <li>• 'Add description.'</li> <li>• 'Prove it.'</li> <li>• Check high frequency words.</li> <li>• Check missing punctuation</li> <li>• Correct</li> <li>• Reread and correct</li> <li>• Try these</li> <li>• Tense check</li> <li>• Check lines</li> <li>• Check capital letters</li> <li>• The most important thing I learned was...</li> <li>• What I found difficult was...</li> <li>• What I want to find out more about is...</li> <li>• What I need more help with is...</li> <li>• What still puzzles me is...</li> <li>• What surprised me was...</li> <li>• What I have learned that is new is...</li> <li>• What helped me when something got tricky was...</li> <li>• What really made me think was...</li> <li>• Right now I feel...</li> </ul>
Challenge	When LI and SC have been met and learning is extended through a	<ul style="list-style-type: none"> <li>• Prove it</li> <li>• Show me</li> <li>• Adapt</li> </ul>

	challenging question	<ul style="list-style-type: none"> <li>• How do you find <math>\frac{2}{3}</math> of 24?</li> <li>• How does 15-8 help you to find the answer to 150-80?</li> <li>• If you know that there are 10 x 10 in 100, can you tell me how many 10 pence pieces are in one pound?</li> <li>• How does knowing odd numbers help you to solve this problem</li> <li>• Investigate</li> </ul>
Secretarial skills	Basic skills marking is related to ensuring that age appropriate skills are highlighted for that learner.	<ul style="list-style-type: none"> <li>• Check high frequency words.</li> <li>• Check missing punctuation</li> <li>• Correct</li> <li>• Reread and correct</li> <li>• Try these</li> <li>• Tense check</li> <li>• Check lines</li> <li>• Check capital letters</li> <li>• Correct 3, 2, 5, b, d</li> <li>• Check – does it sound right?</li> <li>• Check your answers</li> <li>• Add VCOP</li> <li>• Check tens and ones</li> </ul>

Peer Assessment	<p>Partner marks learning in a purple pen based on the LO/SC.</p> <p>Teaching children to peer assess is paramount. You cannot expect children to be able to know how to do this, so ensure expectations are clear and are modelled.</p>	<ul style="list-style-type: none"> <li>• Swap with your partner and write two stars and a wish (to be written on sheet, not directly into books)</li> <li>• What I enjoyed most was...Look back through your writing and check</li> </ul>
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# Marking and Feedback Key

Symbol	Meaning
	Indicates that the Learning Objective has been met.
	The adults to initial work with <b>TS (targeted support)</b> if a child/group has been supported during the session or for a specific aspect or area of a child's learning. If  is used this indicates the majority of the task was supported If support was only given at a certain point then  can be put next to that area
	The adult can initial work with an  to show that the work has been completed independently.
	<b>SP</b> in the margin to show an incorrectly spelt word. The word to be underlined with a wiggly line. The correct spelling to be written at the end of the piece of work. Child to rewrite three times.
	Error in Maths. Child to rectify mistake.
	An arrow is used to inform children that they are expected to respond to marking/read their next step.
<b>Part</b>	The learning objective has been in part met.