



## OUR LADY AND ST BENEDICT CATHOLIC ACADEMY MARKING AND FEEDBACK POLICY

**'Loving Learning and looking forward with Christ.'**

### **Aims and objectives**

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost children's self-esteem, and raise aspirations, through the use of praise and encouragement.
- share expectations of quality learning and presentation
- gauge the children's understanding, and identify any misconceptions;
- enable children to have a clear picture of how far they have come in their learning.
- offer children specific information on how they can best improve their work as they move on
- promote self-assessment, whereby the children are able to recognise the areas for development in their work, and are encouraged to accept guidance from peers and adults;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that informs our future teaching and learning.

Children say that they like the style of marking used by academy and find it both useful and motivational.

### **Implementing the marking policy**

The top two most effective ways to improve children's academic standards is through good quality, timely feedback and oral questioning. To this end we will mark children's work in class providing oral feedback and questions in real time. To demonstrate this learning conversation and journey we will:

- Use a **small tick in pink pen to show recognition of good** parts of work with which we are 'tickled pink'.
- Underline in **green pen points for development** ('green for growth').

- Write in **green pen a key word above** the underlined point to indicate the misconception being addressed and demonstrate your intervention to move learning forwards. Children's improvement should be clear in their follow up work.
- Use your next teaching session to demonstrate follow up work which secures the learning and show the improvement, if your intervention has not been successful.
- Use Bloom's taxonomy and/or model the desired improvement in the feedback comment and ensure children respond appropriately.
- Use BAD or MSC in RE to inform our feedback so that the desired improvement is relevant to all children. We will not use generic whole class feedback responses.
- Ensure children complete their improved work to a high standard within the lesson and preferably within 24 hours.
- Initial the work to demonstrate it has been checked for misconceptions or next steps and follow up in the next session, where children are working independently, including in reading journals and SPAG/phonics books.
- Initial the work that we have not fed back on in class and ensure these children are prioritised for adult feedback in the following lesson.
- Indicate with a **green line or box in maths practise books** where corrections should be made. Children must not write over or rub out their original answers. A common misconception will be identified across the class during the lessons and a same day intervention undertaken to address this with identified children. Children who do not require the intervention will practise the area of learning within their practise book to deepen their knowledge. (See appendix)
- Ensure that we model correct spelling, punctuation, grammar and handwriting in our feedback.
- Insist on correct spellings of non-negotiables and specific vocabulary regardless of the subject being taught. Older or capable children should find the correct spelling and all children should practise the spelling three times.
- Check carefully children's work during and upon completion to ensure they understand and are acting upon your improvement advice.

Teachers of younger children in FS and KS1 should annotate feedback responses where written feedback is inappropriate.

Work should be identified with 'I' for independent work and 'G' for guided worked.

Children should only use a purple pen to complete their green for growths when they receive a pen licence. Children working in pencil should add a purple dot next to their response.

### **Extended writing marking**

In addition to tickled pink and green for growth marking undertaken by adults in class, a genre success criteria should be glued in after each piece of extended writing for pupils to self-assess their work. The success criteria should include the child's previous target so they can assess their progress. The teacher will make a comparative assessment which they will agree and discuss with the child. (Success criteria can be written and developed with pupils or given to pupils depending on age group/ability group.)

Once all pieces of work are marked, three key targets from across the class will be identified. Children will be grouped according to the target that will most improve their work. In the literacy lesson the following day children will complete a short guided practise piece of work addressing the target. This will be glued in after the success criteria and children will up level an identified section of their work applying the new learning independently. The up levelled work must be checked and marked; the outcome will influence teaching and learning in SPAG and literacy.

### **Monitoring and review**

Senior Leaders and subject leaders will monitor the quality of marking routinely as part of the whole school monitoring schedule.

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice or new research findings. We will therefore review this policy at regular intervals following monitoring outcomes.

**Appendix:**



**Marking maths practise books**

Date the work using short date at the top of the page			
Marking	Mark correct answers using pink ticks	Underline mistakes in green – draw a green box for new answer or...	..use maths journals if more room is needed but annotate practise book to indicate this – i.e. see journal and date
<b>G &amp; initial</b>	To be written next to any question where an adult has had input where the child has been guided through the question.		
<b>Int - date</b>	If you notice some children who require intervention within the lesson – annotate their book and move into maths journals. This is if you are taking children away from the lesson.		
Catch Up!  Grouping for immediate afternoon intervention at the top of the page by the date To be done at the end of the lesson	<b>B</b>  For the group who need to recap the basic skill to be able to be a part of the next lesson	<b>A</b>  For the group who are ok with the basic skill but need guidance applying it	<b>D</b>  For the group who were successful in the lesson, completed the challenge and reflect successfully and who need further challenge
If afternoon sessions are concrete, annotate this next to the B, A or D e.g B - Concrete			
<b>pm</b>	To be written by the 'next question' if Advancing children are continuing in their practise books for their catch up sessions rather than maths journals.		
<b>Maths Journals</b>	Short date at the top of a clean page Followed by the task which is marked using the marking policy. Annotate as required  If maths journal is used for a maths lesson, Date and LO needs to be at the top of the page.		