

# St. Clement's C. of E. Academy

# Learning for Life, Anchored in Christ

## Marking and Feedback Policy

**ST. CLEMENT'S**  
**C.OF E. ACADEMY**

Inspiring happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**. Believing being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

## Introduction

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit pupils; celebrate the **progress** they are making in their learning and help them to achieve further success.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure **progress**. It will focus on success and improvement needs against Learning Objectives and Success Criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

## Aim of this policy

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve, clearly showing them the **progress** they have made and how further **progress** may be achieved;
- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning;
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning;
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## Types of marking at St. Clement's

Four types of marking and feedback occur at the Academy:

- Verbal feedback**-Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through **effective questioning to clarify or refocus tasks** and enquiry, mini-plenaries and **mid or next lesson adjustments**. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this should be noted down to record the feedback and response process. It should be obvious to see the impact of the verbal feedback in the next part of the work or the next lesson. Teachers should **not push forward** with planning that is not meeting the pupil's needs.
- 'Light Marking'** of work, **acknowledging and recognising attainment and progress**  
*What this looks like: highlighting LO to show achieved/not achieved.*  
**Pinking all basic skill errors** that chn should be using confidently at age appropriate level eg- full stops, capital letters, other appropriate punctuation and CEW or tier 2 word spellings.

Up to 3 CEW/Tier 2 spelling mistakes **should be written correctly by the teacher** underneath the work and the **children expected to copy these** x3 to aid spelling.

Paragraphs or sentences should be ticked to show they have been read. A child should be able to tell that you have read their work. A simple highlighted LO does not recognise the effort the child has put into their work. Green highlighting-against Success Criteria when used correctly in writing. There is no need to also write well done you have used...etc. **All** books should be at least light marked daily- Lit, maths, topic, RE, science, PHSE etc

- iii) **‘Deep Marking’** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to deepen learning.  
*What this looks like: highlighting LO to show achieved/not achieved, highlighting clear examples of SC used appropriately in green, highlighting common mistakes/spellings or **basic skills improvements** needed in pink, and **giving written feedback/comments throughout** the piece of writing, eg adding missing letters in words, or missing words throughout the sentence, **making comments about sense in the margin next to certain sentences**. This marking does not always need a lengthy teacher comment at the end of it if little points have been pointed out throughout.*
- iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.  
*What this looks like: pupils use purple pen and write both a positive and developmental comment(could be 2 stars and a wish)*

#### General outline of basic marking expectations

- All marking is to be carried out in a correctly coloured green pen (supplied by the Academy) and, when appropriate, with correctly coloured green and pink highlighters (supplied by the Academy).
- All marking is to be done in a **clear legible** hand aligned to the **school handwriting script**.(joined)
- All written comments are to be both **grammatically correct and demonstrate the highest standard of spelling, punctuation and written English**.
- The marking code is to be followed in **all** cases. (see Appendix 1)
- Verbal feedback should always be followed by a word or phrases to show what was discussed.
- The marking code should be accessible to all pupils in the learning environment.
- **All pupils' work is to be at least 'light marked' by Teacher or Support Staff by the start of the next day. No child should begin a lesson without their previous work being marked.**

#### Clarification of Deep Marking

**When-**Every Published write. You may not want to deep mark the write prior to edit and improve before publishing as they do need to do this independently, but you can **deep mark their edit and improve piece** before they publish. Deep mark should also be done on **any/** and as many piece/s of work where it becomes apparent the child has not really 'got' the learning. This is when you would use NOW tasks to improve learning. Remember, you may need to provide an example or model of correct response. Asking a child to do something differently without showing them how will not have any impact. The now task will usually be written on the board and done as a whole class/ group at the start of each day (whilst hand washing)

*NB In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.*

## **Giving effective feedback tasks to pupils – ‘Now...’ tasks**

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone their planning so that they can swiftly move forward towards desired learning outcomes.

**‘Now...’ tasks** identify where mistakes or misconceptions lie and how work can be improved. This will prove to be impactful when response to comment is evident in the child’s next piece of work. – clearly showing understanding and **progress**. There is no limit to how many now tasks a child might have. If it is obvious they have not achieved outcomes they should be shown and asked to demonstrate improvement.

Well-constructed feedback tasks prompt effective response from pupils so to reinforce learning and to allow them to demonstrate clear **progress**. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

## **Examples of feedback tasks/ question prompts can be found in Appendix 2**

When constructing feedback, the marker need to consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives and success criteria?
- Can feedback be read clearly and understood?
- Does feedback demonstrate expected improvement in learning?

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

## **Acknowledgement of response**

Responses to feedback tasks should be clearly acknowledged and marked.

## **Role of other supporting adults**

Support staff should mark work, in line with this policy, for groups of pupils and/or individuals with whom they have been working. Supply teachers should also be given a copy of the policy to mark against. Students should use the policy and be supported by a teacher when peer marking.

## **Monitoring and evaluation of policy**







Monitoring of the policy will be done through work scrutiny led by the Head Teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head Teacher will also monitor the impact of developmental marking through work scrutiny as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will include pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.



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Code	St. Clement's Marking Codes	
SP	Spelling to be corrected	
VF	Verbal feedback given ( remember to write a word/phrase to show content of discussion)	
WS	Work done with adult support	
T	Work done with teacher/ teacher intervention or support given	
GW PW	Group work Paired work	
NOW...	improvement task	
//	Start new paragraph	
	Should be one word e.g. out  side  outside	
O	Circle around missing punctuation	
—	Should be a capital letter e.g. <u>n</u> ovember	
	Pink for think – area for development	
	Green for great	

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## Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work - can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work - can you add... (your method, a number line)
Try to find the sentence which needs to be changed / doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was .... What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: ....	Finish this sentence: .... (Explaining work)
Fill in the blanks: ....	Fill in the blanks: ... e.g. $12 + 6 = 6$ $\square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ...	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ...? What are the factors of 42?



Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ...fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What <del>maths</del> words also mean...?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

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