



St Francis Xavier Catholic Primary

Marking & Feedback Policy

APPROVED BY: SENIOR LEADERSHIP

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Rationale & Research

Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the cognitive work for the pupil.

‘There is absolutely no argument whatsoever for teachers to be writing formative feedback on sheets of paper that the children will never see again.’

‘Extensive research has shown that learners are more likely to act on oral feedback than on written feedback.’

Dylan William [Professor of Educational Assessment at Institute of Education, University of London]

At St Francis Xavier, we aim to ensure that there is a consistent and coherent approach to assessment, marking and feedback, in our school. This is to ensure that children feel their efforts are acknowledged, praised where necessary, and are supported in their journey to understanding the next steps for improvement in their learning. The methods we use are strong formative assessment tools for the teachers, which enable them to provide our children with the support and understanding they need. This policy is a selection of effective feedback strategies that should be applied to pupils’ work to have maximum effect on learning and progress.

The sole purpose of feedback is to further children’s learning. The recipient of the feedback needs to work harder than the giver.

Success criteria for effective feedback:

1. Timely – It comes as close to the initial attempt at practice as possible
2. Specific – Feedback focuses upon Focused on specific learning goals rather than the individual learner. Feedback focuses upon ‘What to do’ concrete actions the learner can take to improve.
3. Actionable – Feedback is followed immediately by a chance for the learner to respond
4. Targeted – Feedback is tailored to the age, needs and prior knowledge of pupil
5. Warm - Genuine and supportive, encouraging continued engagement with learning

What does Marking and Feedback look like?

All pupil work must be attended to.

EYFS

There is no expectation that marking is written. Any written comments on work / annotations should be to give additional information for the purpose of teacher assessment, report writing and record keeping. High quality verbal feedback should be used to ensure that the children move forward in their learning. Expectations should be high at all times and an ethos of challenge should be clear, through teaching and learning.

Pink and green highlights are used to demonstrate which standards (strands) have been met in the piece of work – This is for teachers only.

KS1 & KS2

- In KS1 and KS2 marking will be 'live' during lessons with the child present
- A green highlighter will be used to mark that a learning objective has been met
- A pink highlighter will be used to mark that a learning objective has not been met
- All staff mark using a purple pen.
- A tick is used to indicate a correct piece of work
- A cross is used to indicate a mistake or error
- A teacher will use a 'pink dot' using the highlighter to indicate where they have given verbal feedback.
- Pupils respond to feedback, make corrections and mark their own work using a green pen
- Teachers will use a green dot (highlighter) to indicate where they have extended a child's learning. Children respond in black pen or pencil.

Writing

- **Spelling** – Correcting every misspelling is unnecessary. Instead, teachers should underline, lightly in purple, common errors in words that pupils have been taught and already practised and indicate error with '**Sp**'. The word will be corrected by the teacher in the margin. The child will be expected to write out this word 3 times to support them in encoding the correct spelling into long term memory.
- A '**P**' will be used to indicate errors in punctuation – The child will then be expected to correct their punctuation in green pen.
- **Handwriting** – If teachers notice incorrect letter or digit formation a '**H**' will be used to indicate the error. The teacher will model the correct letter or digit formation at the foot of the page. The child will then practice this multiple times to support them with encoding into long term memory.