

SACRED HEART
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

MARKING AND FEEDBACK POLICY

APPROVED BY
THE GOVERNING BODY
OCTOBER 2017 – OCTOBER 2019

This policy was reviewed with all teaching staff and has been written after using guidance from The Key, the EEF Toolkit and other reading such as the research undertaken by Michael Tidd.

This policy has the following key principles as its core with the focus now placed on feedback over marking.

- Feedback should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should reflect a student's age and ability.
- Feedback delivered at the time is the most effective for both teachers and pupils as part of the assessment process and takes many forms.
- Feedback is part of the school's wider assessment process that aims to provide an appropriate level of challenge in lessons, allowing them to make good progress.
- All work is reviewed by teachers at the earliest appropriate opportunity so that it impacts on learning. When work is reviewed, it should be acknowledged.
- Feedback from children's work allows teachers to adapt and adjust their teaching within and across a sequence of lessons.

At Sacred Heart Catholic Voluntary Academy, we believe that marking and feedback should be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Guidelines

At Sacred Heart Catholic Voluntary Academy, all class teachers mark using **red** pen. Supply teachers and student teachers are asked to mark in **black** pen. Teaching Assistants are asked to mark in **green** pen. Purple pens are used by the children to edit and improve.

It is **essential** that at all times, marking is legible and free from any errors in spelling or grammar and punctuation so that it provides an excellent model for pupils. We expect all staff to model continuous cursive.

All marking should be done against the learning objective with a focus on key skills for that subject area.

All books should show evidence of regular reviews. Evidence of this may include the use of stamps, ticking of the learning objective or individual sentences / algorithms.

Teachers should be careful to understand when a child is making a mistake or where there is a lack of understanding.

Monitoring

The quality of marking will be monitored against the key aims and principals during book sampling, pupil interviews, learning walks and observations of teaching.

Appendix 1 Further Guidance

| Phase | Subjects | | | | |
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| Foundation Stage | <ul style="list-style-type: none"> The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity however written comments might be used in pupils writing books to inform the teacher of next steps. Smiley face/stars/stickers/ Dojo Points will be used to reward effort and achievement and given to the children (not put on the work) | | | | |
| | English | Maths | RE | Science | Foundation Subjects |
| Key Stage 1 | <ul style="list-style-type: none"> Marking is appropriate to the unit of work. Stampers (Please see Appendix 2) are used to support children understand their areas of success using green highlighters and their opportunity to improve using an orange. Punctuation errors are corrected where appropriate. Amount of support is identified. Attention will be drawn to incorrect formation of letters by circling and | <p>Wherever possible, particularly with standard algorithms, feedback is done in class and with the child. Over the course of the week, all children will receive feedback at the point of learning from an adult, which will be evidenced by an adult's red/green pen or a child's purple pen in the case of verbal feedback.</p> <p>Sometimes it may be appropriate to provide questions to reinforce or extend thinking.</p> <p>It is not necessary to write next steps that are going to be</p> | <p>The main body of work in RE comes in the middle 2 weeks of any 4-week topic and this should be where the majority of the marking should take place. Marking refers to our faith and its development. Please see Appendix 4.</p> | <ul style="list-style-type: none"> Marking is against the Learning Objective. Feedback is largely verbal. Feedback for learning is evidenced through the regular updating of Go4Schools. | <ul style="list-style-type: none"> Feedback to pupils in foundation subjects is largely done verbally. Feedback focuses upon praising success against the learning objectives. It is not necessary to write next steps that are going to be covered in the next lesson nor is annotating to |

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| | <p>pupils will be encouraged to practise.</p> <ul style="list-style-type: none">• Towards the end of Y2 success criteria are introduced and used for self-assessment.• Spellings should be corrected (according to the child's level of ability). This would include high frequency words. (Time should be given to allow children to check for their own spelling mistakes and learn strategies to help them learn words they commonly misspell.) | <p>covered in the next lesson</p> | | | <p>say that a child will be working in a group.</p> <ul style="list-style-type: none">• Feedback is evidenced through the updating of Go4Schools.• Notes relating to key skills from other subject areas (such as English and maths) should be looked for and may be mentioned in feedback (and assessment) but not in marking. |
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| Phase | Subjects | | | | |
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| | English | Maths | RE | Science | Foundation Subjects |
| Key Stage 2 | <ul style="list-style-type: none"> • Marking is appropriate to the unit of work. • Teachers complete a feedback form when appropriate and this is shared with the whole class. • Green highlighter is used to demarcate particular success against the learning objective or success criteria. • Orange highlighter is used to highlight opportunities to improve, errors etc. relating to the learning objective or success criteria. Teachers will use imperative verbs in any individual | <p>Wherever possible, particularly with standard algorithms, feedback is done in class and with the child. Over the course of the week, all children will receive feedback at the point of learning from an adult which will be evidenced by an adult's red/green pen or a child's purple pen in the case of verbal feedback.</p> <p>Sometimes it may be appropriate to provide questions to reinforce or extend thinking. It is not necessary to write next steps that are going to be covered in the next lesson.</p> <p>There is evidence of self and peer</p> | <p>The main body of work in RE comes in the middle 2 weeks of any 4-week topic and this should be where the majority of the marking should take place. Marking refers to our faith and its development. Please see Appendix 4.</p> <p>The grids for each topic have evidence of them being used weekly to give feedback about their own learning.</p> | <ul style="list-style-type: none"> • Marking is against the Learning Objective. • Feedback is largely verbal. • Feedback for learning is evidenced through the regular updating of Go4Schools. | <ul style="list-style-type: none"> • Feedback to pupils in foundation subjects is largely done verbally. • Feedback focuses upon praising success against the learning objectives. It is not necessary to write next steps that are going to be covered in the next lesson nor is annotating to say that a child will be working in a group. |





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| | <p>feedback in order to provide children with a clear next step.</p> <ul style="list-style-type: none">• Where success criteria are used, a simple highlight of each box should be enough to show children where they have been successful and where there are opportunities to improve.• Punctuation errors are show by placing a p in the margin for the children to identify and correct.• Spelling errors are shown by placing an s in the margin for the children to identify and correct.• Amount of support is identified.• Spellings should be corrected (according to the | assessment. | | | <ul style="list-style-type: none">• Feedback is evidenced through the updating of Go4Schools.• Notes relating to key skills from other subject areas (such as English and maths) should be looked for and may be mentioned in feedback (and assessment) but not in marking. |
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| | <p>child's level of ability). This would include high frequency words. (Time should be given to allow children to check for their own spelling mistakes and learn strategies to help them learn words they commonly misspell.)</p> <ul style="list-style-type: none">• There is evidence of self and peer assessment. | | | | |
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Appendix 2

Key Stage 1 Stamps

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| A B C | ● |  |  |  |  |
| Capital Letters | Full Stops | Finger Spaces | Writing on the line | Sound out words | Good letter formation |

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| A B C ● |  |  |  | <i>the</i> |  |
| Capital Letters & full stops | Sound out unfamiliar words | Adjectives Adverbs | Conjunctions because, but, so, and | Hand writing | Read your sentences back |

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|  | ! ? | “ ” |
| Paragraphs | Punctuation | Speech Marks |

Appendix 3

Marking Grid

Sacred heart catholic voluntary academy

Whole class feedback sheet

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| | Appendix 4 |
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Date:

Lesson:

| Work to Praise and Share | Need Further Support |
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| Presentation | Basic Skill Error |
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| Misconceptions and Next Lesson Notes... | |
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| RE questions | | | |
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| Targeted Questioning for AT1 (Useful for marking and feedback) | | | |
| Strand level | AT 1 (i) beliefs, teachings and sources | AT 1 (ii) celebration and ritual | AT 1 (iii) social and moral practices and way of life |
| 1 | <p>Can you use theto tell the story of ...?</p> <ul style="list-style-type: none"> • What can you remember about what happens next? • Who can remember what [the character] does now? | <ul style="list-style-type: none"> • Where might we find these things? • Who would use these things? • What do we remember when we do this? • Do you know what this is called? • Can you remember who carries this? | <ul style="list-style-type: none"> • In our school we believe that God loves everyone in the whole world and so we try to love everyone too! Can you think of ways we take care of each other in our class? School? |
| 2 | <ul style="list-style-type: none"> • Who are the characters in this story? What do they do? • What happens in this story? • Can you tell me the story about.... • What sort (genre) of passage is this? | <ul style="list-style-type: none"> • Who remembers what we use this for? • Who can show me how we use this...or do this...? • Which one of these is the ...? • What do Catholics do when [they enter the Church]? • What does the priest do during/at...? | <ul style="list-style-type: none"> • Can you tell me about some of the things we do in our school/class which helps to share what we have with other people who have less than us? • Catholics believe that we are called to care for the earth. What could we do as a class to ensure that things are not wasted? • How does our |

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| | | | school show its love of our 'neighbours'? |
| 3 | <ul style="list-style-type: none"> • What might we learn from this passage? (<i>Interpretation</i> of the passage not just recall is required.) • What did (Jesus telling this story/Jesus doing this) help us to believe/come to know? • We believe that.....How does this story help us come to believe this? • Can you see connections between this story and something Catholics believe? | <ul style="list-style-type: none"> • The priest uses a/does Why does he do that? • When we do/saywhat are we showing we believe? • Catholics use [a white garment] to show that we [are made 'fresh' and 'clean' and 'new' in Baptism]. Is a [white garment] a good symbol for showing this? Why? • Why do Catholics do this...what does it show/explain/demonstrate /convey? | <ul style="list-style-type: none"> • Catholics often (name an action)....Why? • Why do you think a Catholic Christian would be reluctant to • Are there things that a Catholic Christian would not do? Why not? • How would someone who believed in God act in this situation? • At our school we (collect food for the poor). Why do we feel it is important to do that? • Each year we.....Why? |

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| <p>4</p> | <ul style="list-style-type: none"> • Can you see how this story/belief is expressed in Catholic Tradition? ...lived by someone you know? • This passage has led Catholics to believe How is this belief demonstrated in what Catholics do? • In a previous unit/topic we learned about/that Can you go back to that work and find connections between Can you show how this new learning might change/extend your previous | <p>'What' questions:</p> <ul style="list-style-type: none"> • what is it called? What happens? In what order? What does it mean? What does it express? What do Catholics think it achieves/demonstrates/conveys/does? <p>'Why' questions:</p> <ul style="list-style-type: none"> • Why do Catholics do this? Why it is important? <p>'How' questions?</p> <ul style="list-style-type: none"> • How does [the Eucharist] express Catholic belief? How does [the sacrament of Penance] convey faith? How do the individual parts [of the Rosary] come together to express belief? • Connecting questions: How is this faith expressed in another Liturgy? How do other [Sacraments of Healing] symbolise [peace]? • What place does [the Word of God] have in other liturgies? | <ul style="list-style-type: none"> • Can you see people in our community for whom belief – faith in God – helps them decide how to live? • Catholic agencies exist because people believe that we should live a particular way. Can you think of someone who works to 'bring to life' beliefs? • Sometimes Catholic Christians talk about God walking with us. How might 'walking with God' help a person decide how to live or act? |
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| | learning about...? | | |
| 5 | <ul style="list-style-type: none"> • Belief intook a long time to develop. Can you explain what happened ? • Catholics have not always believedHow have Catholics come to this point? • Catholics used to believe that that....No w they/we believe... ...Can you explain what happened to cause that change? | <p>'What' questions:</p> <ul style="list-style-type: none"> • what is it called? What happens? In what order? • What does it mean? • What does it express? • What do [adherents] think it achieves/demonstrates/conveys/does? <p>'Why' questions:</p> <ul style="list-style-type: none"> • Why do [adherents] do this? Why it is important for them? <p>'How' questions?</p> <ul style="list-style-type: none"> • How does [the worship] express belief? How does [the worship] convey or celebrate faith? • How do the individual parts [of the worship] come together to express belief? • Connecting questions: • What place does [sacred text/symbol] have in the worship of other Christian traditions? • Do all Christian traditions express faith in a similar way? • How do other Christian traditions express belief in God? | <ul style="list-style-type: none"> • What would you expect from a person who holds to belief in God? • If someone professed belief in the dignity of the person, where might we see that lived in their everyday life? • How might the life of a believer differ from someone who did not believe? • Sometimes the outward actions of people who believe look a bit like those of someone who does not believe? Why might that be? • Are there social issues on which everyone agrees? • Does it matter if a person believes in God or not when it comes to being kind/thoughtful/generous? |