Marking and Feedback Policy

Our symbol of Jesus, Mary and Joseph signifies the importance of a loving family, at the heart of which is building our relationship with God, through the teachings of the Catholic faith.

Our Mission

- *We are committed to the highest quality education for all*
- *We are committed to promoting an inclusive, loving family through the teachings of the Catholic faith*

We are committed to safeguarding everyone in our family

Values

We promise to keep everyone Learning, Included, Safe

Holy Family: Together in love

Approval: Autumn 2024	*Review: Autumn 2026*

Feedback is an ongoing process conducted both formally and informally, by which information and evidence about a child's learning is absorbed and used to plan and address the next step.

At Holy Family Catholic Primary School most children make good and better progress and develop positive attitudes to their learning. We recognise that feedback is central to children learning. Pupil **feedback must be used to inform future and in the moment teaching** – it is the most effective form of assessment. Teacher's annotations will be used to inform other forms of assessment.

(This policy should be read in conjunction with the behaviour policy)

Who and What is it for:

Pupils:

- To provide a clear indication of current levels of attainment and progress
- To support them in identifying next steps
- To better understand expectations

Parents:

- To provide a clear indication of current levels of attainment and progress for their child
- To support them in identifying next steps for their child
- To better understand expectations for their child
- To help them support their child at home

Teachers:

- To provide a clear indication of current levels of attainment and progress and to support summative assessment over time
- To support them in identifying next steps, adjusting planning and approaches to support all pupils to thrive to their fullest potential
- To better understand the expectations of the curriculum and the pupils

Leaders:

- To provide a clear indication of current levels of attainment and progress
- To support them in identifying next steps for both pupils and teachers
- To provide information about the expectations of teachers, in conjunction with the curriculum, to make accurate evaluations

All feedback should:

- be based on clear and specific Learning Intentions (LI) which are shared with children verbally and presented in books and on screen;
- highlight where success has occurred and where improvement needs to take place;
- use a variety of questioning techniques;
- give strategies for improvement
- give opportunities for peer and self-assessment and to respond to feedback where appropriate;
- identify whether intervention needs to take place;
- identify basic skill improvements;

Assessment Symbols (See agreed code below) will be written on the upper outside corner of a page where a Learning Intention is written, in purple pen. The symbol will identify the pupils' current attainment in relation to the learning intention.

In most cases, written feedback is not required beyond these symbols. The teacher must assess pupils' work to look for common gaps or misconceptions and plan to address these either on an individual, group or whole class level. This approach will accelerate progress.

Verbal feedback can be given to emphasise the pupils' achievements in line with the learning intention within the lesson, this is the most powerful feedback.

Some activities may require 'answers' to be signalled as correct or incorrect. Ticks in purple pen can signal this. Wherever possible, self-marking should be used as this is more impactful and immediate. Where there is a large amount of closed answers e.g.: 20 subtractions, a selection of these may be marked to provide the teacher with a clear indication of attainment from which to assess and to forward plan.

During the revisit / review start section of each lesson, opportunities to address misconceptions and errors must be provided.

Significant attention must be paid to basic skills, in particular spelling. Star Words are identified for all subjects and these, alongside relevant common exception words, must be identified. Best practice for this is identifying these words/common errors and address these with the class. Through the use of self and peer marking, these must be either ticked in green pen by the pupil if they are correct or amended in green pen.

Self and Peer Assessment

We will encourage pupils to regularly self-assess their work through the use of a green pen for self-correction. Children can mark their own work against agreed criteria, set within the lesson. Time should regularly be built into the lesson to allow children to reflect in structured ways for example:

- ✓ Find one word you are really proud of and underline it. Tell the person next to you.
- ✓ Decide with your 'talk partner' where you have been most successful and where you need help or could need further practice.
- ✓ You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- ✓ You have 5 minutes to note down one thing you could do to improve this piece of work next time.

Agreed Code

The following agreed code will be displayed in every classroom so that all children are aware of the meaning of the various written feedbacks.

O	Learning Intention not met yet
=	Learning Intention met
↑	Learning Intention met, showing deeper understanding
P	Partner work
I	Independent work
G	Group work
VF	Verbal Feedback given
S	Supported work
PP	Evidence of individual progress – Progress Point

Additional work with the pupils to understand the symbols is essential. A more child-friendly Learning Intention Symbols code is as below.

O	I need to circle back around, before I reach the aim.
=	I am equal to the task, I could do it all again.
↑	I am ready to go deeper, how high can I attain?

Foundation Stage

Foundation stage comment on children's learning against the ELG. As the children are at such a young age feedback is verbal. The most successful feedback is during the lesson.

Written assessment is used by the adults for adult assessment but must be useful, specific and consider workload.