



ST CROSS CATHOLIC PRIMARY SCHOOL

'Together we grow in God's Love'



St Francis of Assisi
CATHOLIC ACADEMY TRUST

FEEDBACK MARKING POLICY

St Cross Catholic Primary School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Next Review Date:

Spring 2027

Review Committee:

Local Governing Body

Introduction

In accordance with the aims of St. Cross Catholic Primary School, every child has an entitlement to the right and proper guidance on how to improve and develop in all areas of the curriculum and to help them flourish.

All marking will reflect these aims and focus on ensuring every child is valued as an individual, is encouraged to strive to achieve their personal best and to challenge all children to take a pride in what they do.

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of St. Cross Catholic Primary school and has direct links with curriculum planning and assessment.

Rationale.

(Evidence taken from the Eliminating Unnecessary workload around marking document March 2016 and the EEF “A Marked Improvement April 2016 document)

1. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.
2. Historically, providing written feedback on pupils’ work was disproportionately valued by schools and it had become unnecessarily burdensome for teachers.
3. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
4. Marking has gained importance over other forms of feedback and has caused unnecessary and burdensome practice.
5. Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike.
6. All marking should be meaningful, manageable and motivating.

The need for change.

What is the problem?

‘Marking every last shred of work with developmental and next step marking, checking that the children have responded to the marking and getting them to respond to yesterday’s marking as well as today’s marking, and marking that they have read my marking and so on ad infinitum.’ (Middle leader, primary, workload challenge respondent from the Eliminating unnecessary workload around marking study 2016.)

Embedding the principles of effective marking (Meaningful, Manageable and Motivating.)

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.

- Marking should serve a single purpose – to advance pupil progress and outcomes.

- Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.
- Consistency as a school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and year group should be able to determine the policy in their areas, responding to the different workload demands of each subject, and drawing on teacher professionalism to create meaningful and manageable approaches.

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.

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work, then the proportion is wrong and should be changed.

- Senior leaders and governors are responsible for the effective deployment of all resources in the school. They should take into account the hours' teachers spend on marking and have regard to the work-life balance of their staff.
- The key is for schools to challenge and review their marking practice, making sure they are considering the impact on teacher workload when setting expectations.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: stop it.

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.

- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.
- Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills.
- Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Key Principles

At St. Cross Catholic Primary School, our policy on feedback has at its core the following key principles:

1. The aim of feedback is to further children's learning.
2. Evidence of feedback is incidental to the process: at St. Cross we do not provide additional evidence for external verification.

3. Feedback should empower children to take responsibility for improving their own work; adults should not do the 'challenging' thinking for the pupil.
4. Written comments should only be used as a last resort for the few children who otherwise are unable to locate their own errors, even after guided modelling by the Teacher or Teaching Assistant. Children should receive feedback either within the lesson itself or at an appropriate time in the school day. 'Green Pen' time will be available to the children daily.
5. New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers will assess overtime when learning is secure; they will not make hasty decisions on achievement. Within these principles, we aim to ensure all pupils receive purposeful and timely feedback, outlined by the principles of the EEF toolkit, and that teachers make ongoing assessments across a sequence of lessons.

Growth Mindset:

Growth Mindset is an important aspect of PSHE and is celebrated by staff in children's books. Celebration Assembly celebrates positive attitudes to learning that have been demonstrated by the pupils. They include: **Independence, Challenge, Courage, Effort, Focus, Perseverance and Resilience.**

Method

At St. Cross Catholic Primary School, we have evaluated the work children do and decided on four methods of feedback.

1. Immediate - At the point of teaching.
2. Summary - At the end of a lesson or task.
3. Next Steps - further teaching enabling the children to reflect on their work and improve aspects based on the lesson. After a lesson or pre and post teaching.
4. Summative - allowing teachers to make a judgement on whether a pupil has mastered a skill or specific learning objective. Can lead to further study or task.

Type of feedback	What this would look like	Evidence (for observers and parents)
Immediate	• 'Live Marking' • Immediate green and purple pen feedback • 'Not yet' used to help encourage children • Teacher gathers evidence from whiteboards/book work/ discussion/questioning. • Takes place within the lesson with individuals and groups • Often Verbal for immediate action • Can extend the challenge within a lesson for some pupils • May redirect or refocus teaching by changing activity	• Lesson Observations • Learning Walks • Pupil feedback • Staff feedback • All stakeholder questionnaires • Books
Summary	• Takes place at the end of a lesson or activity • Provides opportunity for evaluation of learning in a lesson • Whole Class Marking and Feedback sheets • May be a quiz or test or score in a game	- Observations • Learning Walks • Some evidence of peer and self-assessment • Quiz and test results in books (may be recorded) • Results may be logged separately by the teacher on

	• Guided Group teaching/Same day intervention • Verbal Discussion Groups • TA follow-up sessions • Redirection tasks to review • Teacher comment to guide/direct pupil	the Assessment Sheet kept in Marking File
Next Steps	• 'Purple Pen' time • Whole Class Marking Sheets • Visualiser development sessions • Proof Reading Activities • Error Checking Tasks • For writing in particular, often a large part of a next session will be spend giving feedback to the class about strengths and areas for development. • Time will be given to develop work and improve it, based on proof reading and editing tasks. • Direct 'Add, Do Now' comments to target an area of editing or improvement. (Not words like: Remember to... or Don't forget to..)	• Lesson Observations • Learning Walks • Evidence in books of editing, redrafting and improving • Evidence in books of errors being addressed. • Pupil and peer marking moves learning forwards. • Sequence of lessons build learning. • Key Objectives are revisited and errors identified. • Evidence of both Teacher and TA input
Summative	End of unit quiz for science Formal testing Reviews and Evaluations	• Quiz and Test Results • Reviews and Evaluations

APPENDIX 1

Guidance for Teachers Marking English.

Marking in English will be varied and will be used appropriate to the task. NOT ALL PUPIL BOOKS WILL BE MARKED DAILY. Where focused activities and teacher input has occurred during the lesson, the class teachers will not mark these books; this would simply be an administrative task and would not help move learning forwards. The input will be recorded on the Feedback Assessment Sheets found in the Teachers Marking File.

Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. Mary Myatt (<https://marymyatt.com/blog>) argues writing is 'slow' and the process needs to develop carefully. At St Cross Catholic Primary School, we listen to children and help them on their writing journey to Mastery. The importance of speaking cannot be underestimated and forms a large part of the writing and redrafting process.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or need intervention with an aspect of writing, they will make a note and use these in the next lesson as a teaching point.

The editing lesson will be divided into two sections

1. Proofreading - Changing Punctuation, Spelling, handwriting and grammar mistakes. (Age Appropriate level)
2. Editing - Improving their work to improve the composition.

The proofreading element of a lesson may only be 5 -10 minutes whereas the editing session may take the rest of a lesson. Self and Peer evaluation will form the basis of this process. The rule for St Cross Catholic Primary School is; SELF-PEER-SELF-TEACHER-SELF. Children will be encouraged to follow this process.

Intervention/Further Support

For some children they will require further support or targeted intervention. Younger children in KS1 and EYFS, in particular, may need more support and scaffolding to help them to become independent in their working. Teachers will use modelling and demonstration to teach the key skills of proofreading and editing.

Key Intervention staff will also use extra sessions to 'boost' pupil achievement. These sessions will always be in addition to, not instead of, quality first teaching. Breadth and Balance across the curriculum is also important and children will not be excluded regularly from other Foundation subjects to complete English and Maths tasks.

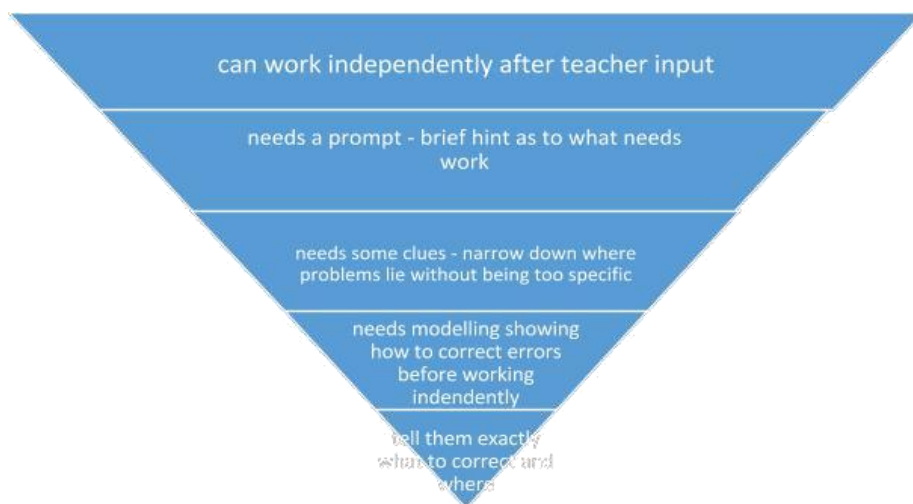
Some teacher comments in books will also be used as reminders to children. These prompts will be used, where appropriate, and at the discretion of the member of staff.

Some supported redrafting sessions will be led by teaching assistants under the guidance of the class teacher.

All classes will develop a list of non-negotiables that will be referred to daily to ensure pupils are clear about the expectations for that year group. Further intervention and pre-teaching may revise these non-negotiables to help targeted pupils.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling. The teacher may set an editing challenge for a small group and support their learning with clear questioning and mini-plenaries.

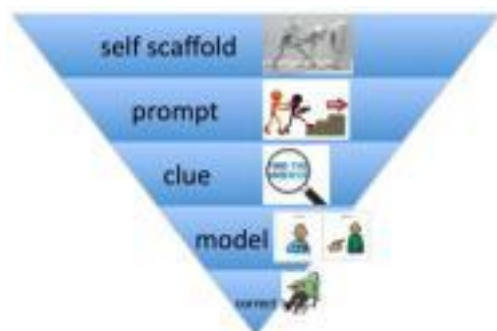
The strategic minimal marking triangle: (<https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primary-headteacher/>)



Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

As a school we will assume all children can work independently given prior input and we will only increase the amount of intervention if a pupil requires support. We will teach resilience skills and peer support to help pupils become more independent in their working. We will encourage the children to correct their own work, wherever possible and the adults in the classroom will support them in this process. See model below.



Whole Class Feedback

Whole-class feedback approach: it replaces vague written comments with specific actions that help pupils improve. Instead of telling pupils to “use vocabulary more appropriately”, a teacher using whole-class feedback might plan an activity that teaches the whole class why “cheesy” is not an appropriate word to describe Romeo – and why “sentimental” is. (Source: Daisy Christodoulou: <https://www.tes.com/news/why-whole-class-feedback-beats-vague-written-comments>)

Marking for Spelling Mistakes (See also English Policy)

Spelling rules for each year group are set out in the National Curriculum. Children are expected to become more independent overtime and less scaffolding should be used to support this process. Clear progress in spelling can be seen across a term. (Source: Focus Education Conference May 2019)

Spelling is moderated as part of the English Subject Leader's role. Spelling strategies are developed over time and across a key stage. Any spellings that have been learned or investigated as part of each year group's curriculum, but that have been spelled incorrectly, will be identified by the Teacher through Feedback (within reason and with consideration for the age and ability of the child) and children will either be expected to self-correct or given prompts or the actual spellings to help them. This includes topic specific spellings and common exception words.

This flexible approach ensures teachers can tailor the learning to the cohort and withdraw support and scaffolding, when appropriate.

Strategies used in Marking and Feedback.

Live Marking (Source: <https://www.theeducator.com/blog/tips-live-marking/>)

For live marking to work, you first have to create the conditions in the classroom for it to take place. It tends to work best when the whole class is engaged on an extended piece of work (such as writing) – this lends itself to some subjects more than others, of course. But, whatever the subject, live marking is only really feasible if the rest of the class has the focus to settle down and work independently (and quietly) while the teacher talks to individuals or a group of pupils.

The Teacher Toolkit states:

Advantages:

1. Live marking reduces your marking workload outside of lesson hours.
2. Highlighting where to improve and not correcting the work places the onus on the student.
3. Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the student.

Disadvantages:

1. You can only work with one or a small group of students at a time.
2. Be conscious of time spent and level of detail.
3. Curriculum coverage may suffer if acting on feedback, specifically re-drafting work outweighs building knowledge and skills.

Handwriting and Presentation Methodology

hw	Handwriting • This will be corrected and marked according to the age and ability of the child. • Staff will be aware of any SEN/medical conditions that may have an effect on presentation and handwriting. Eg. Dyspraxia The following methods will be used: 1. Words/phrases written correctly for the child to show joins or formation. 2. Words/phrases identified to show the pupil that the Handwriting is not of an acceptable standard. 3. Parts of the word/phrase underlined/highlighted as incorrect. Eg. Half word joined, other letters not. 4. A statement to indicate the presentation needs improving, modifying or rewriting. 5. A follow-up or extension activity to assess standards and move learning forwards.
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- Cursive script is used throughout school from Years 1-6.

- Children begin in EYFS learning pre-cursive script.
- Children in EYFS and KS1 will have opportunities to write on the floor to help body control.
- Handwriting intervention – ‘Nelson Handwriting’ is used to support children across school.
- Handwriting should be consistent, joined and legible by the end of Year 2.
- Handwriting will be taught at least three times a week, using designated curriculum time. Handwriting lessons should be varied and interesting.
- Staff should pitch lessons at age-related expectations for spelling, challenging children at their particular level. Staff should be aware of the SEN needs of the class relating to spelling. Eg. Dyslexic children.
- The date, title and or learning objective will be written by children in Key Stage 2.
- All underlining will be done, using a ruler.
- Pencil will always be used for all mathematics work
- Pencil will be used by pupils until they earn their Pen License.
- All children in Years 4, 5 and 6 will write in blue pen, regardless of achieving a pen license.
- Number work will adhere to one digit in one square rule
- In all Math lessons the date will be written in digital and with Roman Numerals
- All KS2 classes will use line guides for unlined paper to produce work for displays.
- Using rubbers in exercise books will be discouraged
- When paper has a margin, then it must be used appropriately
- When starting a new piece of work, rule a line after the last piece of work and begin with the date

Appendix 2:

Maths Marking at St Cross Catholic Primary School

Daily assessment will take place in class, where teachers observe, challenge and test prior knowledge of the children. Daily ‘point in time’ assessments will inform short term planning and lesson activities. Where gaps in prior knowledge appear, teachers will adapt planning and reteach previous learning objectives. A mastery approach, based on the guidance from The White Rose Maths Hub, will be adopted.

In KS1 children will use the ‘White Rose Scheme of Work and Live marking will be used wherever possible to inform pupils and teachers of current progress. ‘Check stations’ will be used to provide staff with feedback about which areas may need further clarification.

In KS2 teachers should have the answers to the Maths problems available, and after a few calculations, children should check the answers themselves or with a partner. If they have misunderstood the learning objective they can then alert the teacher and receive immediate 1-1 support. Lesson activities are often open-ended and vary in challenge level. This enables all children to succeed and choose activities they are confident in completing. Challenge for all abilities is a fundamental aim for all teachers at St Cross Catholic Primary School.

Peer marking is also used to support the learning process. Pupils mark work in green pens and edit in purple pens. This is consistent throughout school.

Where appropriate, children are asked to redo calculations again to check for accuracy and understanding. The encouragement of the ‘Inverse Operation’ and completing a task ‘another way’ and ‘another way’ helps to embed learning. Completing a task again can also help speed and fluency. (Overlearning)

Self-assessment and error checking is crucial to good Maths learning. At St Cross Catholic Primary School children are taught how to check their work purposefully. We ask them to think deeply about a problem and recall the key learning associated with the task. Teachers model good practice and help children to develop key ‘proof-reading’ Maths skills.

Reasoning questions, involving several elements are used to deepen children’s understanding. These questions build on the arithmetic procedures learnt previously and ask the children to apply them to a given situation.

Whole class feedback is also used to identify gaps in learning and common errors. Where appropriate, follow-up questions and success criteria to follow are also used to support learning. A flexible approach to learning is adopted for all children and support is provided, where required.

Success Criteria are also used to scaffold learning and redirect thinking. The aim is for all children to internalize what they are doing (over a sequence of lessons or activities) so they no longer require a checklist or set of success criteria. To achieve this aim, activities where children become the expert and mark work, check answers and review learning are used. They are also asked to 'teach' the class at times to develop their mathematical speaking and language skills.

Small whiteboards, a variety of practical equipment and action-based floor-work is used to teach mathematics across school. This will inevitably mean that some work will not be seen in books. We do not expect teachers to waste valuable lesson time photographing work or copying small whiteboards. Evidence of these activities can be seen on planning, and in follow-up lessons.

Appendix 3:

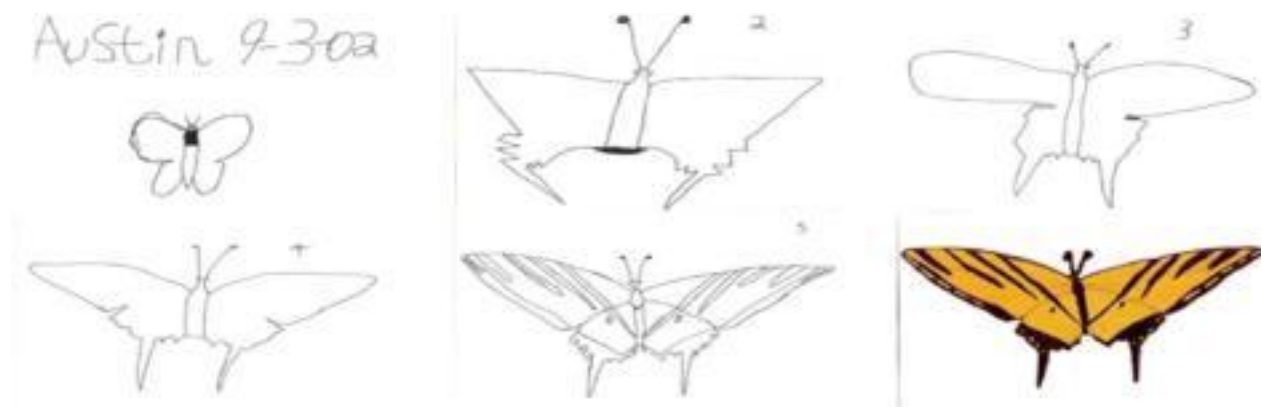
Marking in Religious Education and the Foundation Subjects

Marking in RE and the Foundation Subjects will follow the same criteria as English, with the main difference being the marking will focus on the key learning for that subject. Knowledge-based learning will ensure all children make progress and learn key facts. Quizzes, prior/post lessons taught, whole class feedback, and peer assessment will be used.

The aim for all Foundation subjects is the creation of something purposeful and beautiful. (See Mary Myatt: <https://marymyatt.com/blog/2019-04-20/useful-and-beautiful>) Project-based learning, presentations to parents, performances and shows will also demonstrate achievement and learning. This evidence will supersede book marking.

Wherever possible, worksheets and low-level challenge activities will be avoided.

In Art and DT, staff will focus on a purposeful sequence of learning activities to review, improve and produce a final piece or learning outcome. Part of this process will involve group work, peer review and teacher discussion. This stepping stone process will confidently be a route to mastery and work outcomes should reflect this. Eg. Austin's butterfly



In this example clear progress, although not completely linear (see attempt 3) leads to mastery (See attempt 6.) There is no need to tick or mark this work; the evidence is clear to see. However, to get from attempt 1 to 6, there has obviously been some learning and redrafting. Attempt 1 was acceptable but attempt 6 was a far better piece of work.

At St Cross Catholic Primary School, we aim to produce work that is beyond 'acceptable'.