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## **St. Peter's Catholic Academy**

### **Marking and Feedback Policy**

#### **OUR MISSION:**

**"Together, One Family, One Community in Christ"**

**In the words of our children, our mission is...**

**To serve God together as one.**

**To show that we live the Gospel Values and Virtues together as one community.**

**To respect and love all in our community.**

**To love, work and play as part of God's family.**

**To put God first in our lives and become the people he wants us to be.**

#### **Feedback Policy**

Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding. However, the Government's Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads therefore it is recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

Effective marking enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's and have the greatest possible impact, enabling them to learn more and remember more.

This policy was produced in consultation with staff and Local Academy Committee representatives when looking at the Education Staff Wellbeing Charter, in order to drive down unnecessary workload whilst maintaining high quality feedback to children to keep standards high.

#### Policy Aims:

- 1) To provide pupils and staff with a comprehensive, manageable and effective system for feedback.
- 2) To provide opportunities to give praise and encouragement and to show how staff value children's work, their efforts and achievements.
- 3) To motivate children to want to produce high quality work and make progress.
- 4) To provide pupils with prompt and regular feedback on their work and to highlight next steps through constructive comments, intervention and discussion in order to address any misconceptions quickly.
- 5) To inform pupils in relation to individual progress and attainment.
- 6) To raise attainment by involving and informing parents and pupils about individual progress.
- 7) To provide opportunities for pupils to respond to and discuss work.
- 8) To provide opportunities for pupils to evaluate their own work and others'.

#### Types of feedback

##### **'In the moment' live feedback**

All children must be working independently at some parts during the lesson, and staff should circulate the room to check for misconceptions, mark work completed and move children on in their learning. During this live marking, staff will discuss with children the work they are completing and support or move them on where necessary. When this is done, the code VF will be recorded in the children's book. All staff must correct children's punctuation and spelling at an age-appropriate level whilst live marking. All staff must correct letter and number formation and children write their corrections in green pen in KS2 and pencil in KS1. If verbal feedback has been given with a correction required, the children are to make the correction in green pen in KS2 and pencil in KS1.

During live marking, children will receive house points and stickers for good work. All marking will be done with a pink pen.

**When a mistake is made (for example a spelling mistake or misconception), staff will not rub out pupils' work. Instead, the pupil will be requested to have a second attempt in an appropriate space on the page. This second attempt does not explicitly need to be marked, however if misconceptions remain then these need to be addressed.**

If any directed work is done with the teacher or support staff to support the child will be marked as S.

### **Extended writing**

Independent extended writing is to be marked after the lesson to enable children to apply their skills independently and see the learning they have retained. This marking is to include next steps that the child will go back and edit next lesson. If a teacher or child wish to edit, correct or improve a specific section of writing, this may be highlighted using an asterisk, with an asterisk below where the correction will be written. Multiple corrections may be numbered, e.g. \*1, \*2 etc.

### **Art and other 'practical' subjects or lessons:**

In Art and other lessons where work is more practical and less written, work does not need to be marked in the same way. However, acknowledgement ticks are still required so as to show children their work will be checked and therefore encourage strong presentation. The Art sketchbook should show progress of children's techniques throughout a unit and there may be cases, while live marking, that the teacher suggests a section is re-done or a technique refined or re-practised. In such cases, feedback is verbal and therefore this will be evident in the pupils work, rather than in written feedback from the teacher.

### **Self and peer feedback**

During lessons, there may be opportunities for children to self-mark their work. This will normally be done when there is a right/wrong answer. Longer answers will need to be marked by a member of staff either during or at the end of the lesson. All self-marked work must be checked by staff for accuracy, with an acknowledgement tick at the end of the work. Children should complete corrections in green pen. Self-marking is a useful tool, allowing children to realise and correct their own misconceptions, however, it should not be used as the *primary* form of marking in any subject as teacher assessment (to inform future planning) is still essential.

Peer feedback can be useful and enables children to see other children's work. Peer feedback may be used when reviewing a longer answer in a variety of curriculum areas. Following peer feedback, children may want to make amendments to their work, this should be done in green pen. If peer assessed PA needs to be written.

### **End of lesson/summary feedback:**

Teachers should ensure that each child's work is reviewed following a lesson, with a tick given at the end of the work as an acknowledgement that the work has been reviewed.

Following a lesson, teachers may see that there is a common mistake being made by children. This mistake will be fed back to all children during the following lesson.

**Feedforward:** 'The Next Step Is The Next Lesson':

At the end of each lesson, where appropriate, teachers may 'book sort' children's books into those children who require further support or a re-teach of the objective, those who have achieved the objective and those who can go beyond the objective. A code may be written in books to aid with this: T1 (reteach), T2 (consolidate) or T3 (extend).

At the beginning of the following lesson, around 5-10 minutes should be allowed for short tasks to intervene at the level needed for each child:

T1 – work with the class teacher on a key objective which needs reteaching.

T2 – children are given a consolidation task to embed new learning.

T3 – children are given an extension task, e.g. where their learning may be applied to real world contexts or connections may be made to other curriculum areas.

Though these tasks and this intervention time is not required after every lesson, teachers may use their judgement where it may be most effective. For example, in English after an extended piece of writing, in Maths after an 'end of unit check', or in a foundation subject after learning a new concept.

Symbols for marking = for all classes

T – Teacher support

TA = Teaching Assistant support.

VF = Verbal feedback given

1:1 = 1:1 support given

GG = guided group

○ = A circle around a CL, punctuation and grammar error that the children need to correct.

// = new paragraph

sp = spelling error

Where the writing contains spelling inaccuracies which the teacher considers the child can spell correctly, they should be underlined and corrected at the end of the piece of writing. Pupils should use the Look, Say, Cover, Write, Check method to practise 3 times. – **THIS PROCESS/METHOD NEEDS TO BE TAUGHT.**

Policy agreed by Staff on 01/09/25

Policy agreed by Governors on 01/09/25

To be reviewed: 01/09/27