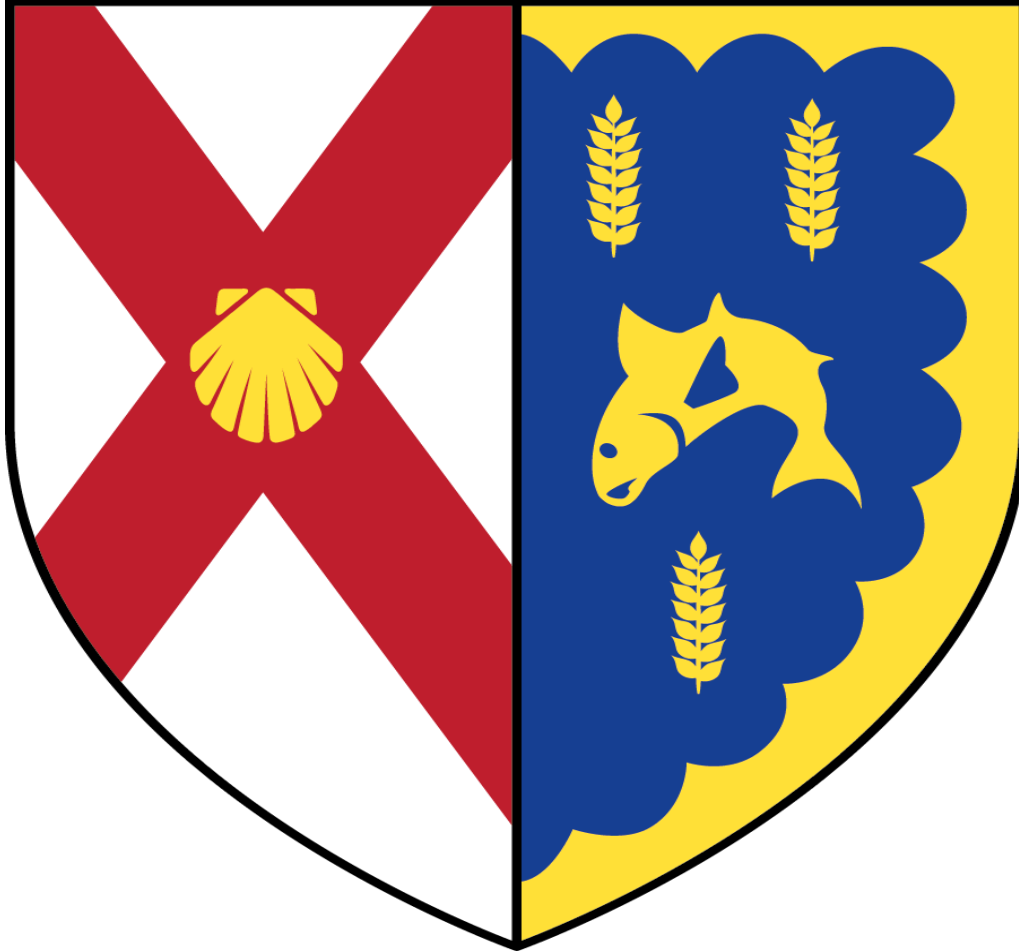


**ST JOHN FISHER**



Marking and Feedback Policy

*September 2023*

**MARKING AND FEEDBACK POLICY**  
**MISSION STATEMENT**

'Follow me I will make you fishers of men'  
(Taken from the coat of arms of Saint John Fisher).

At St John Fisher, we grow as one grateful family in knowledge, friendship, faith and love.

**Virtues**

Love, Love of Learning, Holiness, Gratitude

**Motto**

Aim high, work hard, be kind

## **Introduction**

At St. John Fisher Catholic Voluntary Academy, we believe that the feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to further children's learning.

The Education Endowment Foundation has recently evidenced that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to
- achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students
- when they are wrong

The Department for Education's (DfE's) expert group emphasised that marking should be 'meaningful, manageable and motivating'. This, along with research by the DfE which shows the key contributing factor to teacher workload is marking, has encouraged us, as a staff team, to create a practice that is consistent and manageable but has maximum impact on the learning and development of all our pupils.

Current research undertaken by Dylan William, a British educationalist and Emeritus Professor of Educational Assessment, says 'there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. Although feedback is one of the most effective drivers of learning, one of the more surprising findings is that a lot of it actually has a negative effect on student achievement.'

William's four quarter marking strategy is one which we believe will both address the issue of teacher workload, whilst ensuring that the children continue to make excellent progress.



DYLAN WILLIAM'S FOUR QUARTERS MARKING (OLIVER CAVIGLIOLI)

The assessment of children is intrinsically linked to feedback and marking at St. John Fisher Catholic Voluntary Academy. Assessment at St John Fisher follows the principle

that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment removes the ceiling on attainment and supports children in making the next steps in their learning.

### **Aims**

This policy sets out to ensure consistency in how feedback is provided to learning across the school. To ensure teacher time is used effectively to maximise the impact on children's progress and that all children are supported to meet their potential. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

We mark children's work and give feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- share expectations;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
- give the children a clear general picture of how far they have come in their learning, and be specific on how they can improve their work in the future;
- offer the children specific feedback on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self and peer assessment, whereby the children recognise areas for development, and are encouraged to accept guidance from others;
- gauge the children's understanding, and identify and correct any misconceptions;
- provide the on-going assessment which informs future lesson plans.
- provide a basis both for summative and for formative assessment.

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.

Spellings should be corrected (according to the child's level of ability). This should include the appropriate common exception words for that year group and any topic/RE words the teacher feels appropriate. The Foundation Stage children should write out a spelling correction once, in Key Stage 1 and 2, this should be three times.

### **Strategies**

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

At St John Fisher, we place considerable emphasis on the provision of immediate feedback.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>➤ Includes teacher gathering feedback from teaching, questioning, mini whiteboards and book work</li> <li>➤ Takes place in lessons with individuals or small groups</li> <li>➤ Often given verbally to pupils for immediate action</li> <li>➤ May involve use of a teaching assistant to provide support or further challenge</li> <li>➤ May re-direct the focus of teaching or the task</li> <li>➤ May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson observations/learning walks</li> <li>➤ Some evidence of annotations or use of marking code/highlighting (internal marking)</li> </ul>
Summary	<ul style="list-style-type: none"> <li>➤ Takes place at the end of a lesson or activity</li> <li>➤ Often involves whole groups or classes</li> <li>➤ Provides an opportunity for evaluation of learning in the lesson</li> <li>➤ May take form of self- or peer-assessment against an agreed set of criteria</li> <li>➤ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson visits/learning walks</li> <li>➤ Timetabled pre and post-teaching based on assessment</li> <li>➤ Some evidence of self and peer assessment (purple pens)</li> <li>➤ May be reflected in selected focus review feedback (marking)</li> </ul>
Review	<ul style="list-style-type: none"> <li>➤ Takes place away from the point of teaching</li> <li>➤ May involve written comments/annotations for pupils to read / respond to</li> <li>➤ Provides teachers with opportunities for assessment of understanding</li> <li>➤ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>➤ May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>➤ Marking books - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>➤ comments/annotations for pupils to read / respond to</li> <li>➤ targets being set for pupils' future attention, or immediate action</li> </ul>

## **Types of Marking**

Teachers will mark according to subject specific marking. Teachers will use a range of marking and their professional judgement to decide the appropriate type of marking for the activity set.

### **In Depth Marking (Formative)**

- All work will be marked.
- WALTs should be highlighted (green for achieved, orange for working towards and pink for not achieved).
- Children's achievements are highlighted in green. At least three achievements should be identified. Achievements should be linked to the WALT.
- A next step will be written in pink linked to the WALT, success criteria or extended learning.

### **Subject mark books (English, Maths, RE, Other subjects)**

- After a lesson, look through the class' work and note down any information that will be beneficial for either the next lesson or post/pre intervention. This could include, but not be limited to, children who have worked well, who has struggled and needs intervention and any common misconceptions.
- WALT should be highlighted (green for achieved, orange for working towards and pink for not achieved).
- At the start of the next lesson highlight the good aspects of the work to the whole class. Discuss misconceptions, correct mistakes/spellings and make changes.

### **Verbal Feedback**

- Can be instant (within the lesson), or after lesson/marking.
- Can be group or individual.
- Evidenced using verbal feedback symbol - **VF**

### **Peer Marking**

- Children swap books with a partner and mark with teacher guidance e.g. spelling tests, grammar and maths (peer marking).
- The teacher will always review the marking.

### **Self-Marking**

- Child works independently to mark from the answers that are provided.
- The teacher will always review the marking.
- Completed using purple pen.

## Subject Specific Marking

### Writing

- All work will be marked.
- WALT should be highlighted (green for achieved, orange for working towards and pink for not achieved).
- All extended writing to be in-depth marked (see page 6).
- All extended writing should have a success criteria unless it is an assessed task.
- Children work together to identify successes and improvements (possibly using a success criteria). Then, they edit the work in blue pen for year groups 2-6, year 1 to edit in their usual pencil. Evidenced using peer marking symbol – **KS1 – PA. KS2 – PA by RM** (partner writes initials on piece of work). This is known as peer assessment.
- All other writing lessons to be marked using the subject mark book (see page 6).

### Success Criteria

- Be specific to the text type.
- Be written from LAP to HAP intention (top to bottom of the page) LAP – blue, MAP – green, HAP – red
- Previous target should be from previous extended write (of the same genre – make sure it is applicable to the text type)
- New target will be identified in pink with a **T** (see example).
- ✓ met the criteria, - partly met, • not yet met.
- Children to complete 'I think' and 'evidence' box, teacher to complete 'My teacher thinks...'

<b>WALT: write an information text about The Stone Age using the correct features.</b>			
<b>Previous Target:</b>			
<b>Success Criteria</b>	<b>Here is my evidence</b>	<b>I think...</b>	<b>My teacher thinks...</b>
<b>Topic Title</b>			
<b>Subheadings and paragraphs</b>			
<b>Use factual language</b>			
<b>Past tense verbs (History)</b>			
<b>And Introductory paragraph</b>			
<b>A variety of conjunctions</b>			
<b>Concluding paragraph</b>			
<b>Fact boxes, bullet points and diagrams</b>			

**T**

- KS1 can substitute written success criteria with pictorial images and will not use the 'Here is my evidence' box.
- Year 2 may wish to introduce this toward the end of the year.

## **Maths**





Maths books:

- Maths journaling books will not be marked at all as these are the children's own jottings of their Maths' journeys. They will be monitored and will be marked if there are additional activities set in there (e.g. challenges or lessons aside from Maths No Problem).
- The Maths No Problem workbooks will be marked after every session, with the lesson title highlighted appropriately. No next steps will be identified, as the next lesson is the next step.
- Every Maths lesson will be marked using subject mark book (see page 6).





## **RE**

- All work will be marked.
- WALT should be highlighted (green for achieved, orange for working towards and pink for not achieved).
- In-depth marking will be completed at least twice a topic in KS2 and at least once a topic in KS1. A next step will be written in pink. Next steps will contain the appropriate driver words for each year group. Marking symbols will be used in line with diocesan expectations.
- Every other RE lesson will be marked using the RE subject mark book (see page 6).

### **RE Marking at St John Fisher**

- AT1 – Learning about religion – Head 
- AT2 – Learning from religion – Heart  Wondering - Cloud 
- AT3 – Reflecting on religion/giving an opinion/expressing a point of view 

Use these symbols when marking/giving feedback and giving challenge.

-  How did the disciples feel when the Holy Spirit came?
-  How could you live this out in your life?
-  What does this story/scripture make you wonder about?
-  Families are always happy. True or false? Give reasons for your answer.



### **All other subjects**

- All work will be marked.
- WALT will be highlighted (green for achieved, orange for working towards and pink for not achieved).
- At least one piece of in depth marking per topic (per half term for History/Geography topic).
- Marking to be completed in the subject mark book (see page 6).

### **Marking of Pupils' Work in Foundation Stage**

Children in the Reception Class have a folder called a Learning Journey which serves as evidence of all new and significant learning.

In the moment learning, that is either child or adult initiated, is recorded using the 2simple app. Immediate feedback is given to the child during the learning itself to move the child's learning forward. Next steps are placed on the observation as necessary, which is used to feed forward into future planning either as part of the provision or with an adult during a guided group situation.

Written work during a Literacy or RE task, will be marked and the child will be given a target/next step. The WALT will be highlighted green for achieved, orange for partially achieved and pink for not achieved. Verbal feedback as a whole class, guided group or individual is the main form of feedback used as it is immediate and has the most impact. The children will begin to develop the skills of peer and self-marking verbally.

Not all observations of learning or work will necessarily need a next step and professional judgement should be used when marking work in a child's Learning Journey as it may be an example of new learning produced and therefore should be celebrated just as it is.

### **Marking of pupil's work in KS1 and 2**

In Key Stage 1 and 2, the use of green, orange and pink highlighting will be used.

- WALT highlighted green – achieved
- WALT highlighted orange – working towards
- WALT highlighted pink – not achieved
- Green highlighter is used to demarcate success against the WALT or success criteria. **'Green to be seen'** means they are doing well.
- Pink pen will also show development points, errors etc. relating to the WALT or success criteria. **'Pink to make you think'** means that these are things to keep working on.
- Children will respond to marking using a **'Purple pen of progress'**
- A **blue pen** will be used in year 2 – year 6 for independent/peer editing.

### **Self-Assessment**

All pupils will self-assess their work **at the end of the piece**. This may take the form of a small green, orange or red circle, at the top left-hand corner of the work, (next to the WALT) or a sentence/comment in addition to the coloured circle. Where

appropriate, the teacher can respond to this comment to build up a dialogue with the pupil. Therefore, all AfL comments: self, teacher or peer, will appear at the bottom of a piece of work.

### **Correction of Spelling**

Spelling should be corrected (according to the child's level of ability) and children should be asked to write out spellings three times in Key Stage 1 and 2 and in Reception, once.

This will be evident in extended writing pieces with particular focus on high frequency words. This will also be evident in RE books with particular focus on topic vocabulary and RE vocabulary e.g. church, God, hymn

In other subjects, marking of spellings will focus on the key lesson/topic vocabulary.

### **Identifying challenge**

In all subjects bar R.E., we use the mastery approach for learning. Within mastery, we also use challenge for our pupils. This can be identified in books with a red triangle.

### **Correction of books**

Homework books are marked individually and written feedback is given to the children for more extended tasks e.g. RE Explore homework or reading comprehensions. In EYFS and KS1, there is space for parents to feedback on their child has progressed with the homework given.

### **Monitoring**

The quality of marking will be monitored during book scrutiny, pupil interviews and observations of teaching/learning walks.

## **FURTHER GUIDANCE ON FORMATIVE MARKING**

### **English**

Rule of 3 - Can you think of 3 ways to...? Can you write 3 suitable adjectives for...?

Be careful not to...

Remember..

Examples of formative comments.

### **Year 1**

- Remember the pattern - use your number bonds to 10.
- Indication of reversal of digits.
- Remember the 'p' sign.
- Indication on number line of error. Try to use the *fewest* number of coins
- 

### **Year 2**

- Indication of reversal of digits.
- How do you know when a number is even?
- Can you complete your +20 number sequence?
- Indication of incorrect numbers in calculation.
- Check/correct your mistakes.
- Write your own negative number sequence.

### **Year 3**

- What have you learnt?
- Which food is best for gaining energy?
- Try to make your lines more accurate.
- Find another method to find the difference. Show your working out.
- Complete: Name a 2D shape with 2 lines of symmetry.
- How do you know these answers are correct?
- What would challenge you about division?

### **Year 4**

- Add a key
- Regroup the two tens into the tens column with the digit 2, not 11
- Recalculate
- Remember to include the unit of measure in your answer.

### **Year 5**

- Re-do the square root questions.
- Can you divide by 10 please?
- When you multiply by zero the answer is 0.
- Re-do question 7 below, make sure your times tables are correct.
- To consolidate your knowledge, write the formula for area.
- Come and see me to go through question 8.

### **Year 6**

- Degrees in a circle =

- A compound shape is...
- To calculate the area of a shape...
- Label the nets. What shape do they make?
- To find 25%, you...

**Appendix 1**  
**EYFS Group Observation Sheet**

Area/s of learning:

<b>Date:</b>
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<b>Intended Learning Outcome:</b>
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<b>Activity:</b>
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1	2
3	4
5	6

<b>Misconceptions</b>

<b>PLOD (Possible line of development)</b>

## Appendix 2

### St John Fisher Catholic Voluntary Academy

### Marking Symbols

<b>Symbol</b>	<b>What it means</b>
<b>VF</b>	Verbal feedback given
<b>PM</b>	Peer marked
<b>sp</b>	Spelling error
<b>//</b>	New paragraph
<b>P</b>	Punctuation error
^	Missing word
<b>0</b>	Full stop / capital letter error
.	Incorrect answer
✓	Correct answer
<b>(...)</b>	Does not make sense – Brackets are used around the part that doesn't make sense
<b>AS</b>	Adult support
<b>I</b>	Independent work

	Highlight the word WALT in GREEN if they have achieved the learning intention.
	Highlight the word WALT with in ORANGE if they have partially achieved the learning intention.
	Highlight the word WALT in PINK if they have not achieved the learning intention.

## Appendix 3

### RE at St John Fisher







AT 1 – Learning about religion – Head 

AT2 – Learning from religion – Heart  Wondering – cloud 

AT3 – Reflecting on religion/giving an opinion/expressing a point of view 

Use these symbols when marking/giving feedback and giving challenge.

-  How did the disciples feel when the Holy Spirit came?
-  How could you live this out in your life?
-  What does this story make you wonder about?
-  Families are always happy. True or false? Give reasons for your answer.