

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Marking and Feedback Policy

Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Date Agreed by Governors: 12th December 2024

Governor Review Date: Autumn 2026



HOLY SOULS RC PRIMARY SCHOOL



Policy for Marking and Feedback

This policy statement for marking is part of the School's Assessment, Record Keeping and Recording policy, since it forms an important element of assessment. The teacher's professional judgement is the key factor in all assessment, therefore marking will often be judgemental. This policy however sets out what we believe to be the main considerations involved in marking pupils' work.

It was developed during the Summer term 2022, through a process of consultation with staff and Governors.

Mission Statement

"To love one another as I have loved you," is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ in the growing knowledge that Jesus loves us. Our Mission Statement encourages pride in our achievements and by positive marking we are encouraging pupils to be proud of their efforts and successes. Our marking policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

Intent

The aim of this policy is to enable children to become reflective learners and help them to close the gap between current and desired performance. We believe feedback (and marking) should be constructive to every child focussing on success and improvement needs against learning intentions. There is a clear difference between marking and feedback. Marking is the process of putting marks on the children's work. Feedback can take many different forms - for example:

- Live feedback (up and active)
- Peer marking
- Self-marking
- Stamps eg; VF

Our intent, as a school is to ensure that feedback is **meaningful, manageable** and **motivating** - the quality of feedback should not be confused with quantity. (See DfE 'Eliminating unnecessary workload around marking March 2016)

Our ambition is to empower children to take responsibility for improving their own work: it should not take this away by adults doing the hard thinking work for the children.

Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. During the session the opportunity should arise for staff to give verbal feedback (up and active) to the majority of children.

The 'next step' is usually the next lesson!

Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

New learning is fragile, and usually forgotten, unless explicit steps are taken over time, to re-visit and refresh learning - either later in the day, the following day, the following week - or beyond.

Debunking myths (taken from NEU and DfE guidance)

- Spending hours marking **does not** make you a good teacher
- Writing pages of feedback **does not** make you more effective as a teacher
- There is no obvious link between the quantity of marking and pupil progress - however there is a link between excellent pupil progress and first quality teaching
- There is no guidance from government or OFSTED that says teachers must provide written feedback and that pupils should respond in writing. There is no mention of this within the teacher standards

Having consulted with DfE guidance, we want to ensure that we address the main problems of how marking is carried out in school by:

- Avoiding marking that is of an excessive nature, depth and frequency that is burdensome
- That it is manageable (and avoids teachers working late at night and at weekends) which in turn ensures the best possible chance of effective first quality teaching
- Avoiding the use of different coloured pens as this has **no impact** on pupil progress

<https://neu.org.uk/advice/workload-marking>
[Eliminating-unnecessary-workload-around-marking.pdf](#)

Implementation

Marking and feedback should be evident in all classes, and in all subjects throughout School. However, dependent on the Key Stage, approaches may differ. The main focus of 'book looks' will be to analyse pupil attainment and progress as well as the sequence of learning. This will be carried out alongside talking with children to ascertain the depth of their 'sticky knowledge'.

What will this look like in each Key Stage?

In EYFS and Key Stage One, it is important to recognise that some children cannot adequately read marking comments, therefore live marking, with the child, will be used as often as possible, so that the children are able to independently recognise what they have done well and where they need to improve.

Early Years and Foundation Stage

- Use of Tapestry
- RWI - live verbal feedback, self-marking, staff 'helicoptering'
- Maths - Tapestry, post it notes, stamps
- Writing book - live verbal feedback, staff 'helicoptering'
- Floor books - post it notes, Tapestry, verbal feedback

Key Stage One

- RWI - live verbal feedback; self-marking, staff 'helicoptering'
- Read to Write - live verbal feedback (up & active during the lesson), stamps
- Steps to Read (Year 2) - live verbal feedback; self-marking, peer marking, stamps
- Maths - live verbal feedback, self-marking, peer marking, stamps
- Science - live verbal feedback, self-marking, peer marking, stamps
- RE - live verbal feedback, self-marking, peer marking, stamps
- Floor books - post it notes, Tapestry, verbal feedback
- Foundation Subjects - see attached footnote

Key Stage Two

- Read to Write - live verbal feedback (up & active during the lesson), stamps
- Steps to Read - live verbal feedback; self-marking, peer marking, stamps
- Maths - live verbal feedback, self-marking, peer marking, stamps
- Science - live verbal feedback, self-marking, peer marking, stamps
- RE - live verbal feedback, self-marking, peer marking, stamps
- Floor books - post it notes, Tapestry, verbal feedback
- Foundation Subjects - see attached footnote

Secretarial Features

Spelling, punctuation and grammar should not be overmarked in every piece of writing. High frequency words and subject specific vocabulary should always be corrected, as far as is practical. Children should try to self-improve the secretarial features during the same lesson when possible. Children from Year 2 upwards will edit with a purple pen.

Impact

It is intended that this policy will help to reduce teacher workload, which will have a positive impact on the health and well-being of staff - this in turn will ensure that teachers have the energy to plan and deliver high quality lessons for our children. As a result of these lessons, children's learning will be more effective and they should make the best progress possible.

We do not want to see any written marking in the following books:

- History
- Geography
- Art
- DT
- Computing
- PHSE
- French

Instead, what we want to see is lots of verbal feedback and a stamp of acknowledgment so that the children know that their teacher has seen their work. Eg; 'Super work'

The whole purpose of this is to reduce unnecessary workload.

The SLT and Subject Leaders will be looking at the children's progress as well as the sequence of learning.

Autumn 2024
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