



Love Learning. Love Each Other.

Marking and Feedback Policy

*Wise people can also listen and learn;
even they can find good advice in these words.*

Proverbs 1:5

St Mary's School Vision

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured. *Life in all its fullness* – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do. *I know the plans I have for you. Plans to make you prosper* – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created.
- Social action is at the core of our community – on local, national and global levels.

All of these are underpinned our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

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St Mary's Feedback and Marking Policy is based in current educational research. See appendix two for a sample of research used in the creation of this policy.

At St Mary's we believe that effective feedback should always help a pupil to progress by:

- Tackling misconceptions
- Acknowledging mistakesⁱ
- Supporting with understanding errors
- Enabling them to understand their next steps and targets
- Recognising the aspects of their work that have been successful and how to embed these in future pieces of work

We recognise that effective feedback can take many forms including:

- Verbal feedback – either individual or whole class
- Reteaching of concepts where misconceptions have been made
- 'Live' marking – eg marking in a lesson by teachers and teaching assistants
- Self-marking
- Peer assessment
- Highlighting of work
- Written comments – where these are specific, clear and linked to a pupil's targets

We know that the best form of feedback is:

- Immediate (or given as soon as possible after the completion of a piece of work)
- Relevant to the pupil – or in many cases, the whole class or group of learners
- Purposeful in that it enables pupils to understand what their next steps in learning are.

Written Feedback

However we also recognise that some forms of written marking are ineffective as they both increase teacher workload and do not enable pupils to progress

Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.ⁱⁱ

This is also true of written feedback:

The quality of existing evidence focused specifically on written marking is low.ⁱⁱⁱ

Research shows that the following do not work:

1. Marking every piece of work
2. Writing the same comment in numerous books
3. Asking students to action their improvements as a quick starter
4. Correcting mistakes and expecting students to correct errors
5. Lengthy written teacher comments
6. Marking every single mistake
7. Assuming every student will be able to engage with your marking
8. Providing grades or superficial/lavish praise

At St Mary's we have reviewed our feedback and marking policy in light of current educational research and as such will be following these steps when providing feedback in class and to individuals.

Marking codes

VF	Verbal feedback
SM	Self-Mark
I	Independent
S	Supported

Maths

1. Where possible pupils should mark their own work so that they are able to immediately see their mistakes. Time should be built into the lesson to facilitate this. Pupils should then be taught to acknowledge to staff where they have not been successful in a lesson so that swift intervention can take place.
2. Class-based staff should additionally use 'live marking' at least twice a week for each pupil, however this can be more if teachers are able. (This equates 12 books per lesson which where possible should be split between teacher and teaching assistant). Verbal feedback should be given at this point.
3. Teachers should review five books a day (taken from a range of abilities) to check for common misconceptions to inform their future planning. Teachers should set a rolling process in place for this.
4. This process should be followed from Y1 up and should be embedded in the children's approach to their learning.
5. The code SM can be used if pupils have marked their own work.
6. Any pupil who has not made progress in the piece should be noted for individual or group intervention in the following lesson or revisit session.

English

1. For GPS (grammar, punctuation and spelling) exercises and reading comprehension the process for live marking and self marking should be followed. Reading comprehension and follow on tasks set in guided reading time should be marked as a group in their adult-facing session.
2. For other work from English lessons (other than extended writing) teachers should review 5 books a day (taken from a range of abilities) to check for common misconceptions to inform their future planning. Teachers should set a rolling process in place for this.
3. For extended writing tasks in the initial draft teachers should highlight in pink where the marking criteria has been met. Marking will identify where support, revisit and targeted intervention time with groups of pupils (where the same issue in their work is found) or individual pupils to have writing conferences to support them with the editing and redrafting process.
4. Pupils should be given the opportunity to check for evidence of the marking criteria and mistakes in each other's work and provide feedback for editing.
5. Editing by pupils will be with a purple polishing pen. This clearly evidences the pupil's editing process.
6. Key vocabulary for checking will be highlighted in yellow to identify to pupils where amendments are required.

7. Unless there is an additional spelling need correct spellings should not be given – but instead pupils should be encouraged to look these up and then create their own spelling check lists.

Science, History, Geography, MfL and RE

1. If the pupils are completing an extended piece of writing based on their work in these subjects, then the drafting, editing and redrafting process as outlined in the section on English should be followed.
2. If it is possible to self-mark or live mark the exercise, then the process for this should be followed.
3. Annotation of planning will identify any common misconceptions or target groups which inform next steps planning and support. Written comments are not necessary in this case as the feedback will be verbal and given to the whole class or addressed in the next lesson.

PSHCE

1. The Jigsaw Journals used by the pupils are spaces for their own reflection and as such should not be formally marked.
2. Teachers may wish to take in the Jigsaw Journals at the end of the unit to reflect on the pupils learning and make judgements for assessment purposes.

Computing

1. Live questioning and in-the-moment conferencing provides constructive feedback

Art, Music, DT and PE

1. All feedback should be verbal and immediate. This could be from teacher / Teaching Assistant to pupil or pupil to pupil – following the processes set out in the introduction to this policy.

Logistics

1. Both staff and pupils should mark in green pen. Pupils should use the code SM when they have marked their work.
2. Improvements and corrections should be made in purple polishing pen.
3. Where books are collected in as outlined above pupils should do this open at the correct page. Studies have shown that this saves 7 minutes per set of books.

ⁱ Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood. (A marked improvement? A review of the evidence of written marking – Oxford University and the Education Endowment Foundation – April 2016)

ⁱⁱ *ibid*

ⁱⁱⁱ *Ibid*

Research used in creating this policy

A marked improvement? A review of the evidence of written marking – Oxford University and the Education Endowment Foundation – April 2016

The Curriculum: Gallimaufry to coherence – Mary Myatt (2018)

Putting Staff First – John Tomsett (2020)