Diocese of Nottingham

**…working in partnership with
The Our Lady of Lourdes Catholic Trust**

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document

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Feedback and Marking

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Written by:	Approved by:	Approval Date:	Review Date:
D. Steele	LGB	January 2024	January 2025

Rationale

The rationale for this Policy is:

- To ensure feedback is provided so that it promotes and supports each child to improve their learning;
- To develop each child's self-confidence;
- To raise pupil self-esteem;
- To provide opportunities for assessment;
- To provide opportunities for children to self-assess against the given Learning Intention;
- To ensure that children make at least expected progress;
- To achieve consistency in the way that feedback and marking is provided across the school.

Please also refer to the school's Assessment Policy and Handwriting Policy.

Aims

Marking and Feedback should:

- Relate to the Learning Intention agreed at the start of the lesson;
- Celebrate children's successes, demonstrating their work is valued;
- Provide meaningful feedback to the child;
- Stimulate correction of errors or improvement in a piece of work;
- Encourage children to become independent learners, evaluating their own work;
- Provide the opportunity for pupils to respond to marking;
- Assist in the assessment of a child's progress;
- Support children's next steps in learning.
- Be consistent across the whole school.

General Guidelines

Children should always be made aware of the Learning Intention at the start of a lesson. Teachers' feedback about how well children have performed should always be in relation to the Learning Intention; this will be "RAG" rated. Learning Intentions should not be tasks; instead, they should outline exactly what children should learn in the lesson. A Learning Intention will nearly always begin with "To know…". Teachers should ensure that Learning Intentions are clearly written at the beginning of each piece of work. If individual questions are being answered in a child's work, they should be marked with a tick or a cross.
Work should be marked in **blue ink** by the **class teacher/TA** and returned to children as soon as possible. Teachers' handwriting should be clear, neat and well-formed, following the school's Handwriting Policy. The handwriting of adults is a model for the children.

Types of Feedback and Marking

Feedback and marking may fall into the following categories:

Continuous oral classroom feedback
This will be to the class, groups or individuals, during the course of a lesson, with reference to the Learning Intention. Other comments made during the lesson may be linked to individual targets which children may have.

Oral Marking and Feedback
This will be more typical in Foundation Stage and Key Stage 1. The child will be present when teachers mark and provide feedback against the Learning Intention. Here, positive feedback will be shared as well as any areas for improvement.

Marking at a distance
This will be more widely used in Key Stage 2. Here, a child's piece of work will be marked after the lesson where the children is not necessarily present. Marking will be in relation to the Learning Intention.

"RAG" Rating

At the end of each lesson, staff will "RAG" the Learning Intention by putting a clear coloured dot at the end of the Learning Intention. This will indicate to each child whether or not they have been successful in meeting their Learning Intention.

The "RAG" rating will always be based on the following model:

🟢 Learning Intention achieved.

🟡 More practise needed.

🔴 Learning Intention not achieved.

Chat, Check

Chat
If a child has not met the Learning Intention and has therefore been awarded a Red Dot, they will require further explanation from an adult. In this instance, the word **Chat** should be written at the end of the piece of work. In these instances, immediate intervention will be planned. This is in the form of impact work. This impact work will be delivered either by the class teacher or teaching assistant for approximately 10 – 15 minutes, followed by pupils independently completing an example in their book. This Learning Intention will then need to be repeated in the following lesson to ensure the children have secured and retained their understanding.

Check

If a child has partially met the Learning Intention and has been awarded an Orange Dot, the word **Check** should be written at the end of the work. This will indicate to the child that they need to correct any simple errors made. In the following lesson, a Starter may be used to ensure the child has understood this learning and is ready to move on to the next step.

If a child has met the Learning Intention but has made a few simple errors, a Green Dot may be awarded. This is likely to be followed by the word **Check** to encourage the child to correct the mistakes made.

The RAG Rating and use of Chat, Check will replace the writing of a long positive comment at the end of a piece of work. However, if a child has performed particularly well, the teacher may wish to acknowledge this by writing a positive comment at the end of this piece of work.

Whole Class Feedback

For Geography, History, Art, D&T and Computing whole class feedback is given using 'sample marking'. Here, the teacher reviews the work of a small sample of pupils (around 5-10 pieces per lesson). The teacher carefully selects a range of students that are a representative of the entire group. The teacher reads through the work and identifies strengths and areas for development to inform future lessons. In the next lesson, the whole class receives feedback based on the sample of students strengths and identified next steps. Following the recommendation of Hattie & Clarke (2019), sample marking is always sharply focused on deepening learning towards a known goal, on learning intentions, and on what success looks like (based on Steps to Success that are shared with pupils for each lesson). Teachers use a Whole Class Marking Form to record this information (see Appendix 4).

Mis-spelling Detection and Correction

If spelling corrections are required, a maximum of **3 spellings per piece of work** will be detected and corrected. Words chosen for correction should be in line with the child's ability e.g. high frequency words, words containing sounds taught in phonics sessions, technical/specific vocabulary, words with a recently taught suffix etc.

Mis-spelling Detection and Correction: Year 1 – Year 3
Once a mis-spelt word is detected, the teacher will underline this word and write the correct spelling in the margin. The child will then copy the spelling underneath, three times using their purple pen. In some subjects e.g. science, words highlighted for correction may include technical vocabulary pertinent to that subject. Teachers/TAs should then ensure that the spelling has been spelt correctly in any subsequent work.

Mis-spelling Detection and Correction: Year 4 – Year 6
Once a mis-spelt word is detected, the teacher will underline this word and write just the first few letters of this word. The child is then expected to use a dictionary/the Internet to write the word correctly, and then copy this three times in purple pen. In some subjects e.g. science, words highlighted for correction may include technical vocabulary pertinent to that

subject. Teachers should then ensure that the spelling has been spelt correctly in any subsequent work.

Pupils' response to marking

All pupils should be provided with the opportunity to respond to marking and feedback. Usually, this will be at the beginning of the school day or the beginning of a lesson. Pupils will be encouraged to respond to their teacher's marking using Purple Pencil (Year 1) or Purple Pen (Year 2 – Year 6).

During a lesson, if verbal feedback is given to a child and they then respond to this immediately, this too should be completed in Purple Pen.

Self-Assessment

Opportunities should be provided for children to assess their own work against the Learning Intention. During a lesson, or at the end of a lesson, children should be allowed time to reflect on their work and find evidence to show they have met the Learning Intention. This should be highlighted, using a highlighter pencil. There may be also be occasions where children mark their own work; this will always be checked by the teacher.

At the end of each lesson, children should indicate how well they feel they have achieved. This will be in the form of small, neat faces: ☺, ☺, ☹.

I, S, S+ (Independent, Support, Support+)

At the end of every Learning Intention, the children or their teacher should write either I, S or S+. within close proximity to the RAG Rating. If the child completed the work Independently, 'I' should be written. If some Support was provided, 'S' should be written. Where the child needed lots of Support to meet the Intention, 'S+' should be written.

Foundation Stage

Nursery teachers will provide verbal feedback at all times to address misconceptions immediately and give children the opportunity to have another go.

Reception staff will RAG the Learning Intention and give verbal feedback. Children will be actively involved in self-assessing their work; this will be done by colouring in either a sad, straight or smiley face.

'Check' may be used at the end of a piece of work where repeated small mistakes have been made. Further practice to consolidate learning will be provided at the beginning of the next lesson.

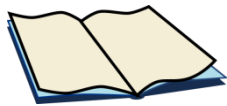# Appendix 1: Foundation Stage 2 Marking Key

Traffic Lights

A traffic light will show how well you have achieved your Learning Intention.

🟢 Learning Intention achieved. Well done!

🟡 Learning Intention mostly achieved but with some errors.

🔴 Learning Intention not achieved.

Self-Assessment

Check: Look back over your work and correct any small mistakes using your purple pen.
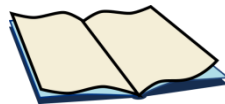
Appendix 2: Key Stage 1 Marking Key

Traffic Lights

A traffic light will show how well you have achieved your Learning Intention.
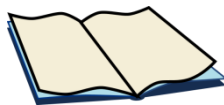
🟢 Learning Intention achieved. Well done!

🟡 Learning Intention mostly achieved but with some errors.

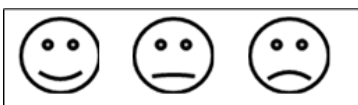🔴 Learning Intention not achieved.

Chat, Check

Chat: You have not met this learning intention...yet. An IMPACT session may be needed to help you understand where you went wrong.

Check: Look back over your work and correct any small mistakes using your purple pen.

Self-Assessment

Appendix 3: Key Stage 2 Marking Key

Traffic Lights

A traffic light will show how well you have achieved your Learning Intention.

🟢 Learning Intention achieved.

🟡 More practise needed.

🔴 Learning Intention not achieved.

Chat, Check

Chat: See the class teacher so they can help you improve in this piece of work.

Check: Look back over your work and correct any small mistakes using your purple pen. This is your next step in learning.

Self-Assessment

Highlighting key phrases, when asked by the class teacher, shows that you are assessing your own work.

Show your teacher how well you've understood each lesson by putting either ☺, ☺, ☹ at the end of your Learning Intention and whether you've understood independently (I), with some support (S) or with lots of support (S+).

Appendix 4: Whole Class Feedback Form (Sample Marking)
Geography/History/Art/D&T/Computing *(delete as appropriate)*

Year:_____

Topic title/theme, *e.g. Pharaohs***:_____**   **Term:_____**

Lesson 1 *(change as appropriate)*

LI:

Key vocabulary:

Group 1 *(ensure the sample contains pupils from all ability groups)*

Has the LI been achieved? (Include RAG Rate) Successes?	**Based on the LI, have any errors been evident or is any additional support needed?**	**General assessment:** Comment on overall presentation, key spelling errors, basic skills errors or misconceptions (not relating to the LI).

Misconceptions and next lesson notes (points to share with pupils – focused on deepening the learning of all pupils):

Group 2 *(ensure the sample contains pupils from all ability groups)*		
Has the LI been achieved? (Include RAG Rate) Successes?	**Based on the LI, have any errors been evident or is any additional support needed?**	**General assessment:** Comment on overall presentation, key spelling errors, basic skills errors or misconceptions (not relating to the LI).
Misconceptions and next lesson notes (points to share with pupils – focused on deepening the learning of all pupils):		

Group 3 *(ensure the sample contains pupils from all ability groups)*		
Has the LI been achieved? (Include RAG Rate) Successes?	**Based on the LI, have any errors been evident or is any additional support needed?**	**General assessment:** Comment on overall presentation, key spelling errors, basic skills errors or misconceptions (not relating to the LI).

Misconceptions and next lesson notes (points to share with pupils – focused on deepening the learning of all pupils):