

# St Joseph's Catholic Primary School



## Marking and Feedback Policy

Revised September 2022

## Intent

The Education Endowment Fund shares six recommendations for using teacher feedback to improve pupil learning:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forwards
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that priorities and exemplifies the principles of effective feedback

At St Joseph's Catholic Primary School, marking is purposeful and succinct to have direct impact on children's learning and progress. This policy considers the above recommendations and clearly sets out the expectations for both pupils and staff.

## Implementation

### WALTs

Each lesson will have a WALT objective (We are learning to) which is kept simple and achievable by all pupils, regardless of academic ability, who are accessing the lesson. The WALT needs to link to knowledge or skill used in the lesson. Blooms Taxonomy is used to support the formulation of the WALTs. Year 1 and Year 2 pupils have their WALTs printed and stuck in their work books. Year 3 to Year 6 pupils write their own WALT and underline it in their work books unless they are using a worksheet which already has it printed on. Each WALT will be highlighted by the member of staff marking the work after the lesson using either a green or a yellow highlighter.

#### Green highlighted WALT

This indicates that a pupil has achieved the WALT.

#### Yellow highlighted WALT

This indicates a pupil has partially achieved the WALT.

#### Non-highlighted WALT

This indicates that a pupil has not achieved the WALT.

If a pupil has either partially achieved the WALT or not achieved the WALT, they will receive support through intervention by the teacher or teaching assistant. When a pupil has partially achieved or not achieved, they will be clearly directed by the teacher's marking and feedback to purple polish their work. This may be correcting, editing or redoing parts of it to address misconceptions. Pupils in Key Stage 2 will purple polish using a purple pen and pupils in Key Stage 1 will purple polish using a sharpened purple pencil.

## Symbols

The symbols below are used by the staff member marking the pupil's work in the margin or where the error is, such as in the place of a missing full stop or over the misspelt word.

Ⓢ

*Spelling error*

Ⓟ

*Missing punctuation*

Ⓢ

*Support was given*

Ⓥ

*Verbal feedback given*

### **Spellings**

The SP symbol is used to identify a spelling error in a pupil's independent work. The teacher should address spellings which are either high frequency words or words specifically linked to the vocabulary taught within the lesson or topic eg in Science words such as light, blood. No more than three spelling words should be identified from each piece of work. The teacher then writes the spelling underneath and the pupil copies out the spelling three times next to this in response. Most pupils in Year 6 will use a dictionary to correct their spelling errors to gain independence in editing their writing.

### **Punctuation**

If a child misses a piece of punctuation, such as a capital letter, full stop, question mark, exclamation mark, speech marks, comma, semi colon, colon, apostrophe, hyphen or ellipsis the member of staff will use a P symbol to indicate this. The child will use their purple pencil/pen to edit their work to add in the identified missing punctuation.

### **Support**

When the child has received support from either a member of staff or through using a specific resource, such as base ten in Maths Mastery lessons, an S symbol is used to indicate this has been used to support the child during the lesson. A comment might also be written to detail this support further.

### **Verbal feedback**

During the lesson, a member of staff may offer pupils verbal feedback as part of their formative assessment on how the child is performing. They will indicate that this has happened by used the V symbol on the child's work. They might also write a comment to detail what verbal feedback was given, such as 'Modelled another example.'

### **Independent writing**

Pupils write a [cold write](#) at the start of their writing unit which is used to assess gaps in learning and support the teacher with their planning. For this reason, pupils only receive feedback on spellings of key words rather than more detailed feedback. At the end of a writing unit, pupils complete a hot write which demonstrates the skills they have been taught through the writing sequence. Pupils will record both the cold and hot write in their own independent writing books. All other work from daily English lessons from the writing sequence will be recorded in English books.

For [hot writes](#), pupils are provided with a writing checklist which contains genre specific features their independent write should contain linked to the teaching and learning sequence taught. Pupils with SEND might have differentiated checklists in order to work on specific targets that are set for them and their level of development. Underneath the checklist is a next step box which the teacher completes written feedback in. This feedback will be personalised to the pupil and support them in their editing to improve their writing

further. Following an independent write, the children will use their purple pen/pencil to respond to their next step. This clearly demonstrates the editing process.

In independent writing books, cold writes and hot writes will be displayed as follow:

Cold Write

Friday 18<sup>th</sup> February

Genre: Recount

Hot Write

Date

Genre:

Checklist
Your next step is

### Challenge

Challenges for each lesson will be printed out and stuck into books to clearly show the pupil has moved onto the challenge element within the lesson. Each lesson will have at least one challenge planned. The challenge will explain the challenge task and pupils will record their response below. Not every child will move onto the challenge within the lesson. This will depend on whether they are ready to deepen their learning from achieving and completing the main learning task set. The challenge will be made clear in green.

### Coloured pens/pencils

Staff and pupils are provided with the correct equipment needed to follow this marking policy. Below summarises this.

#### Teachers

In green pen:

- Use the S,P or SP symbol
- Write an additional comment to support the S symbol if needed
- Write the correct spelling underneath from those identified when marking a piece of work
- Write the next step in independent writing

#### Pupils

In purple pen/pencil:

- Self or peer mark
- Address misconceptions
- Edit or review e.g. pupil edits a writing piece and improves a word choice or adds in missing punctuation
- Copy out a correct spelling from a teacher's correction three times
- Respond to any other teacher annotation

Marking and feedback is checked regularly by members of the Senior Leadership Team and Subject leaders to ensure the marking policy is being consistently followed and implemented.