St Thomas of Canterbury
Catholic Primary School
Where every child is special

XAVIER
CATHOLIC EDUCATION TRUST

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Marking and Feedback Policy *(next review, Summer 2024)*

OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.

OUR SCHOOL AIMS

To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.

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To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.

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To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.

•

To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

•

To nurture a strong partnership between home and school.

•

To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR SHARED VISION

Every child *at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.*

Every staff member *at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.*

Every Governor *at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.*

OUR GOLDEN RULE
We treat others as we would like to be treated

Policy statement

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements. All feedback should help pupils make progress, encourage them to strive for high achievement and build self-esteem. Children need to develop as independent learners and gain an awareness of their own strengths and areas for development. This policy forms part of a whole school ethos to teaching and learning and should be read in conjunction with our Curriculum, Learning and Assessment Policies. The creation of an outstanding learning culture and enhanced AfL practice provides the basis for quality feedback.

This policy must be -
- agreed by all staff
- consistently applied across all year groups and by all staff, including supply staff and support staff
- manageable
- positive and constructive
- clear in its purpose
- understood by the children

Details of the marking expectations – form and frequency - for staff are set out in Part 4 of the Staff Handbook each year.

Feedback Principles

All staff should...
- Encourage a growth mind-set towards learning as St Thomas Learners, making S=P+A+C+E for their learning.
- Reinforce with the children the "Power of yet..."
- Give feedback (oral or written) that enables pupils to make progress, encourage them to strive for high achievement and build self-esteem.
- Ensure children are clear about the learning intentions of tasks/lessons and of the success criteria (or Steps to Success) against which work will be assessed.
- Ensure that there is an interactive dialogue between teacher and child.
- Link marking and feedback directly to next steps in the child's learning.
- Ensure the learning needs of individual children are understood and work is matched to their ability and marked appropriately.
- Give feedback that highlights success and recognises, encourages and rewards children's effort and achievement.
- Celebrate success.
- Drive improvement through reference to the success criteria and key skills.
- Encourage children to reflect on their own work and the work of others, through peer and self-assessment. (See below).
- Improve a child's confidence in reviewing their own work.
- Set ongoing achievable targets by indicating the 'next step' in children's learning.
- Ensure the tone of any comment is essentially positive and constructive.
- View errors as part of the learning process and as a source of evidence for informing subsequent teaching and learning.
- Ensure feedback given is appropriate for the learning needs of the individual.

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- Use a child's name in a written comment personalising it
- Ensure children have time to reflect on feedback given and to make improvements to their learning.

Key features of feedback/marking
- A dialogue for improving and developing learning is evident between children and teachers.
- Comments may be written or oral, formal or informal.
- Feedback may be given to a group or on an individual basis.
- Children should be involved in setting targets for improvement.
- Opportunities should be available for self-evaluation and peer group evaluation.
- Quality time should be given to read marking and respond to feedback.
- Language should be appropriate to the age and development of the child.
- Comments should refer back to learning objective or Steps to Success or key skills.
- Oral feedback is the most powerful feedback and has maximum impact but time management needs to be considered.

Feedback

Giving quality feedback is one if the non-negotiable Thomas 10.

'The key question is, does feedback help someone understand what they don't know, what they do know, and where they go? That's when and why feedback is so powerful.' John Hattie

Marking
a. We follow the marking policy so that our marking is purposeful and meaningful and most importantly moves the children's learning on
b. Marking follows the School's Marking Guidelines and Principles using subject specific next steps
c. Developmental marking is identified and agreed with year group partners on Yearly Overviews to ensure consistency
d. Marking is specific and explicit and supports the children with their next steps
e. Marking is for our children

Feedback
a. Supports the children's learning in the moment
b. Quality Feedback on learning so every child knows what they have done well and what needs to improve and how they can do that and know that they have; feedback should improve the learning not the piece of work
c. May be shared as a whole class identifying key successes praising excellent, high-quality examples and addressing common misconceptions and next steps
d. May involve the using the Whole Class Feedback sheet (see section 4) to provide more structured feedback

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Assessment for Learning

a. This involves children in their own learning and achievements and should be used to build a positive ethos and atmosphere in the classroom where children know that it is ok to make mistakes from which they can learn and foster a motivation to improve their learning

b. It should be planned for in each lesson so response teaching can happen

c. Recognising the Power of Yet and encouraging children to develop their Growth Mindset so that they know they can achieve

d. Encouraging answers from <u>all</u> in order for effective response teaching to take place – elicit answers from a range of random children (using lolly sticks) to understand what learning has actually taken place

e. The following strategies can be incorporated into your teaching in order to respond and adapt your teaching to move learning forward:

    i. High quality questioning to assess learning of <u>all</u> – using Blooms and thinking keys and strategies such as cold calling, show me boards and say it again better

    ii. Use of learning checkpoints/progress pit-stops/mini-plenaries/reflections throughout the lesson to share and celebrate achievements as well as addressing misconceptions

    iii. Modelling of tasks/skills

    iv. Time for learning partner discussions

    v. Use of the visualiser for modelling precise methods and strategies as well as editing writing

    vi. Ask for instant feedback e.g. is this right? Yes or No answers and more detailed feedback – why is this right or wrong? Can you add one correction?

    vii. Use of mini whiteboards to see all learning taking place instantly

    viii. Sharing examples of past work to evaluate and comment on to produce high quality work

    ix. Use of emojis/thumbs up/down/traffic lights – green: I understand, amber: I'm on my way to understanding and red: I don't understand <u>yet</u>

    x. Children to self-select where to place their work at the end of lesson, e.g. red, yellow or green tray

f. Developing high quality self and peer evaluation of the learning as **St Thomas' Learners** against clear success criteria or steps to success, which the children may be involved in writing, then these may be ticked off or evaluated against using emojis during/after a lesson

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g. Children will need support with their evaluations which can be modelled or given guidance including sentence openers or something like this one

Kind

- I really like the way you_____
- Excellent _____ throughout
- The most successful thing about this was_____
- I enjoyed reading this because _____
- It was especially good when you_____

Specific

- In the first/second/third analytical paragraph...
- I think your_____is quite difficult to understand/could be explained better/could include more detail etc.
- Add more detail to your_____
- Your point/analysis about _____was _____ because_____

Helpful (refer to success criteria)

- Think about adding a _____
- Don't forget you need to_____
- Have you thought about _____?
- To improve your _____try_____
- Perhaps you could...

Key Features of Celebrating Achievement

- Self-esteem is the most significant factor in children becoming successful and confident St Thomas learners.
- All achievements are linked, as each builds further confidence in future goals.
- It is good practice to share the unit coverage (interactive use of the Learning Journey/Big Picture) with the children reinforcing the connections between subjects especially the key skills for learning.
- Children should see learning as a continuum which, given time, anyone can master.
- Achievements should be treated in exactly the same way.
- Develop an ethos of being able to readily identify achievements and proud moments.
- High teacher expectations can only be fulfilled with parallel measures to help self-esteem.

Reward Systems

Behaviour Chart/Class system

Each class teacher must have a clear chart/ visual system that promotes good behaviour and gives a prompt warning if expectations are not met. This needs to reflect the individual needs of the children within a specific class and year group.

In Key Stage One this will take the form of learning ladders denoting stages of engagement with learning: Out of this world/excellent effort/ role model/expected behaviour /ready to learn. Key Stage Two classes use a Board of Recognition to highlight children's positive choices throughout the day.

Each class can have one additional method individual to them eg. table points, star of the week, tidy desk trophy etc.

Each week up to three children per class are chosen by their teacher/s to show the Headteacher their work. The child receives a certificate and prize. This can be for effort, progress or attainment.

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Rewards

Children will be awarded house points for effort, attainment and living out our **GOLDEN THREADS**. The winning house is celebrated at the end of each term.

Celebration of Achievement Worship

Celebration of achievement Worship takes place weekly on a Friday. Certificates are awarded to children who have followed our **GOLDEN THREADS**, shown Respect, been role models, made **S=P+A+C+E** for their learning, shown resilience or have been inclusive in their attitudes and actions. Their names are also posted on the Roll of Honour that is shared with Parents through the Weekly News.

Setting individual targets as next steps through marking

Why?

- They provide a focus for teachers and pupils to monitor progress.
- They involve pupils in the assessment process and enable them to be active participants in their own learning.
- They can increase pupils' rates of progress.
- They promote pupil self-esteem and motivation.
- They make progress visible to pupils and others.

Individual targets are most effective when they are:

- In language the pupil can understand e.g. "leave a finger space between each new word."
- Closely related to pupils' individual needs and are therefore particular to individual pupils.
- Just within the pupil's grasp.
- In front of pupils when they are completing their work.
- Set and discussed with the pupil.
- SMART (specific, measurable, achievable, relevant and time bonded).

More general learning targets will be negotiated between parents, teachers and children following reports and consultation evenings. These will be recorded on a target sheet and used as part of classroom practice.

Monitoring and review

This policy will be reviewed and evaluated at least annually with staff led by the Teaching and Learning Leader.

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.

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Appendix: Marking Guidelines (Thomas 10 non-negotiable)

	Symbol marking	Learning Reflection	Developmental marking *
English (Writing)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a fortnight
English (Reading)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Every Thursday: • A next step to inform the majority • Lowest 20% and Greater Depth children to have a targeted next step
Maths	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	When needed to move the children's learning forward – refer to curriculum guidance for examples
RE	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a Come and See topic using the driver words Years 1 and 6 – Once a half term
Science	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a unit
Art	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term using the Art Codes on transparent post-it notes
DT	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term
Computing	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term
Geography	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Independent challenge to be developmentally marked linked to the unit of work and knowledge organisers once a term
History	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Independent challenge to be developmentally marked linked to the unit of work and knowledge organisers once a term
French	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a unit of work
Learning for Life (PSHE)	As appropriate	In every lesson using the steps to success to support or a Going Deeper question	Once a half term if appropriate

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*All staff marking to be completed in **black** pen*

Non-negotiable Feedback Principles at St. Thomas:

1. You are not expected to use *all* of the marking symbols each time you mark, but you **must** use these symbols exclusively so that there is a consistency of understanding across the school

2. Writing (SPaG) **must** be marked in every subject as part of our St Thomas Ten but developmental marking should always be **subject** based

3. When marking in books, you **must** set the example by following the agreed handwriting script

4. Children **must** respond to your marking – they will need to be given the time – but all marking and responses need to be followed up. This could be at the beginning of the following lesson or during our soft start at 8:30am

5. Light touch marking **must take place each week** so that the children know their work is valued and any misconceptions are identified and addressed. A more detailed response may be necessary on occasions

6. Feedback in lessons **must** support the children's learning and move them forward. Verbal feedback during and immediately after a lesson is meaningful and purposeful, whole class feedback sheets may support you in recording this – they can be found in the Staff Shared Area in 000 2019.20 in the Planning and Feedback folder

Summary:

1. Symbol marking, *by all staff*, as appropriate to the learning when:
   a. Working with a small group of children
   b. Children have self/peer evaluated or reflected upon a piece of work
   c. Children have demonstrated misconceptions within the lesson
   d. You have a focus group of children e.g. Summer born, SEND etc.
   e. The piece of work requires further feedback

   You may choose to only symbol mark a sample of work each lesson, although be aware of fair coverage for **all** children

2. Learning Reflection in every lesson or as appropriate in Key Stage 1

3. Developmental marking: As a year group team decide what other subject/piece of work you will developmentally mark each week to ensure consistency across the year group and avoid an overload of marking at the end of a term. When completing the Yearly Overview Grids for each subject, plan and asterisk which piece of work you will mark

4. Feedback should be regular and inform the children's next steps. Books should be looked at every week with light touch feedback as necessary

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Use of Symbol marking
Teacher marking in black

✓	Correct
✓✓	Good phrase/you've answered well!
•	A mistake
⌇	This needs to be checked for sense or meaning
C	This has been corrected
↔	Finger space needs to be added
Sp	Spelling needs correcting
CL	Capital Letters need adding
FS	Full stops need adding
P	Punctuation is missing
Gr	Grammar needs checking
//	Paragraph needs to be added
∧	A word is missing or more detail is needed!

A	This work was assisted by an adult
PF	Peer Feedback: this work was discussed with a Learning Partner
VF	Verbal Feedback: this work was discussed with an adult
✓ (steps)	Shows how well you have met the steps to Success: 1, 2 or 3 ticks
*	Add a star on your star chart!
...... (green)	Green for growth – this needs to be improved
...... (pink)	Tickled Pink - this is great!
(icon)	Going deeper

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Power of Yet…	**Power of yet…**	**Ways of introducing**
Well done! Your next step is:	**Next steps…**	**what you need to do**
★ ★ ✫	**2 stars and a wish**	**now to improve…**

A **St Thomas' Learner** is always looking to improve and is happy to learn from their mistakes…

You __must__ respond to your teacher's marking and make any suggested edits or improvements – use a purple pen or pencil

AB　　　　My initials show that I have read and understood your comments __and__ I HAVE made any changes you suggested

Remember:

1. If you make a mistake, it's fine (but make sure you learn from it for next time!). Don't try to rub out your mistakes, just put a __single__ line through it ~~and~~ carry on.　*mistake*
2. If you underline anything, you MUST use a __ruler__.

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