



St. Gabriel's RC Primary School

FEEDBACK AND MARKING TO IMPROVE POLICY

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Feedback and Marking to Improve Policy

Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes, behavior for learning and leads to an improvement in standards.

All staff are expected to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Aims:

- ✓ To provide a consistent and whole school approach to responding to children's work
- ✓ Marking to improve is one method, in which we provide feedback to the children about their work, this assures children that we value their work, and motivates and encourages them.
- ✓ We use feedback to assess each individual's work; celebrate successes, identify problems and help plan for future teaching and learning.

Marking procedures

- ✓ Staff mark to improve work completed by pupils in pink pen.
- ✓ Staff will use abbreviated codes that are shared and displayed for children to know (see appendix)
- ✓ Comments must relate to the Learning Objective, giving the pupil a clear indication whether or not the objective has been met. A tick must be placed at the end of the Learning Objective if the child has achieved it.
- ✓ Marking to improve provides a record of pupil progress and information for assessment.
- ✓ A tick (√) will be used for positive feedback.
- ✓ Specific points for development are identified in pupils' work and targeted in future planning (NS).
- ✓ Comments must be easily read by pupils.
- ✓ Sometimes a piece of work may be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.
- ✓ Marking should be positive, motivating and constructive for children.
- ✓ Good presentation is expected and may be marked with a comment or abbreviation.
- ✓ Teachers will expect children to respond to effective feedback and time will be provided for this in planned 'RAR Time' (Read and Respond Time).
- ✓ Children will use blue pen when completing Read and Respond Time from Year 2 upwards.
- ✓ In Reception and Year 1, feedback can be written although it will mostly be given verbally to the children.
- ✓ Children should write out some spelling corrections three times at the bottom of their work, which have either been given by the teacher or that the child has identified themselves. The number of spellings should be at the class teacher's discretion.

Quality Marking to Improve Strategies

Marking to improve comments are utilised to move the children's learning forward and will consist of any of the following over a unit of work:

- **1,2, and 3 thought provoking questioning** (useful to clarify thinking or stretch thinking).

Two or three different thought provoking questions with appropriate challenge for the range of ability in the class are displayed. At the beginning of the next session direct the children to the question you would like them to answer and provide them with enough RAR time to complete the task. In younger year groups or with SEN children this may be done verbally. Add a few notes during discussion, possibly with names for any pertinent points. This evidence can then be used to inform assessment.

- **An action** (useful where explicit improvements need to be made)
- **A challenge** (useful to extend learning and/or challenge)
- **Peer marking and self-assessment**

Children should be involved with **self-assessment**: marking their own work and **peer marking** as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria ('remember points'). They also need to have training and modelling in giving effective feedback. One useful strategy for peer marking is for children to write comments on post-it notes.

- **Verbal responses to children's work.**

We should always be aware that our spoken response to children's work is a powerful form of feedback. Children need evaluative comments on the extent to which they are achieving the objectives we set them and how well they are tackling problems and tasks. (VF) – a record of verbal feedback may be noted at end of child's work responded to.

- **Other useful strategies include**: focused marking, gallery critique, find and fix, double tick, on the spot marking and feedback.

In Maths, a dot is used to symbolise that corrections are needed to be made. If there are a few incorrect answers then marking to improve strategies can be implemented at the teacher's discretion.

NB: not all pieces of work can be quality marked. Teachers need to use their professional judgement to decide whether work will be simply acknowledged or given attention to detail

Rewards

To motivate and reward children for their effort and work, each year group consistently gives out rewards. These are used at the discretion of the class teacher and teaching assistants. Rewards for the 'WOW' moments may include:

- ✓ A visit to the Head Teacher, Deputy Headteacher or Assistant Headteacher for commendation.

- ✓ A public word of praise in front of a group, a class, or Celebration Assembly.
- ✓ End of year school reports to comment on academic achievement.

Staff Roles

Senior Leadership Team and Subject Leaders will:

- ✓ Ensure marking to improve is consistent throughout the school.
- ✓ Ensure that the Marking Policy of the school is being effectively implemented.
- ✓ Ensure that effective resources and training are available for development.
- ✓ Monitor the quality of marking.
- ✓ Assess the quality of teaching, learning and assessment through marking.
- ✓ Lead a whole school approach to marking and keep Governors and staff informed.

Class Teachers will:

- ✓ Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- ✓ Challenge and support all children to do their best.
- ✓ Have a thorough and up-to-date knowledge of the marking policy for the school.
- ✓ Keep comprehensive records of children's work.
- ✓ Use marking and assessment data to determine next steps and give children clear and constructive feedback.
- ✓ Ensure presentation is of a high standard

Teaching Assistants will:

- ✓ Mark work using the code
- ✓ Write a positive comment
- ✓ Initial their marking

Race Equality and Equal Opportunities

All children will have equal access to the curriculum regardless of their gender, disability or ability. We will plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

The Head teacher, Governors and staff will review this policy during Autumn term 2025.

What Does the Marking to Improve Mean?

√	Correct. You have completed this well
√√	This is very good!
√√√	WOW – this is amazing!
.	Incorrect
NS	Next steps
VF	Verbal feedback
TA, T	Teaching Assistant/Teacher support
CF	Whole Class Feedback
/ (in margin – can underline mistake)	There is an improvement to be made on this line such as: spelling, word choice, punctuation etc...
*	Part of work that needs editing
sp	Spelling mistake – please fix
P	Punctuation error – please fix
G	Grammar error – please fix
Foundation and Year 1 (Autumn only)	
S	Supported work
G	Guided work
I	Independent work
☺	Good work – well done!

NB: the '/' symbol is used to develop independence in work although younger pupils, SEND pupils and those pupils who need more guidance may get clarification on the reasons why an improvement needs to be made. This will be used at the teacher's discretion.