

Holy Family Catholic School  
Policy on Marking, Annotation and Feedback

September 2015



*We live, love and learn together in the light of God by...*

*Praying together*

*Learning together*

*Playing together*

*And*

*Respecting each other.*

**Definition of marking**

Marking is the process which involves responding to pupil's work through written symbols.

**Definition of feedback**

Feedback is the process which involves responding to pupil's work through written and spoken comments.

**Definition of annotation**

Annotation is the process of writing notes, levels, information etc, by the class teacher in order to support formative assessment (APP) and summative assessment and give information.

## **1. Introduction**

All teachers in Holy Family Catholic School set differentiated tasks/activities to appropriately match the ability of each individual pupil. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self esteem.

The main objective of marking and feedback is not to find fault, but to help the child learn by giving a clear picture of how far they have progressed in their learning, and how they can improve their work in the future.

We believe all children are entitled to regular and comprehensive feedback on their learning as an essential part of the Assessment for Learning process.

All staff involved in the marking/feedback process takes a professional approach to the tasks of marking pupils work and giving feedback (including Supply Cover Teachers). There may be some differences in the marking symbols and grading systems used by teaching and learning staff in the different learning phases because the age, learning style and ability of the children is taken into account, in order to personalise the process for each child.

Class teachers may also annotate/ highlight pieces of work to support the APP process.

## **2. Rationale**

In order to ensure that the children of Holy Family Catholic Primary school develop into reflective, lifelong learners and to ensure they have a thorough understanding of what they do well, how to take their learning forward and how to close gaps in their existing knowledge it is paramount that they receive constructive feedback both written and orally which focuses on the success and required improvement against the learning intention.

Much research demonstrates that consistent and effective marking, as documented in this policy, has a significant impact on raising levels of achievement and attainment.

## **3. Principles of Marking and Feedback**

We believe that the following principles should underpin all marking and feedback.

- Be manageable for the teaching team and accessible to the children.
- Always relate to the learning intention.

- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking where appropriate. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Respond to individual learning needs taking opportunities to mark face to face where appropriate.
- Inform future planning.
- Use consistent codes within the Key Stages.
- Ultimately be seen by the children as a positive approach to improving the learning.
- Comments should be succinct and appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in the subject (with the exception of assessment pieces for monitoring).
- Where appropriate feedback will be linked to the pupil's individual targets to encourage progression in learning.
- If homework is set it should be marked and returned to the child. This marking should be brief, e.g. correct answers ticked and a brief comment given if appropriate.
- Whenever possible marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking and feedback may also be completed by the teaching assistant for the group they have worked will although this is at teacher's discretion depending on the task.

#### **4. Implementing the Marking Policy**

- Each learning phase has explicit presentation expectations (see presentation policy) that apply to all pieces of work and teachers should not accept pupil's work unless these rules have been followed. New teachers and supply cover teachers are expected to familiarise themselves with the presentation rules for the class they are teaching. Rules must be taught and should be displayed in order to make expectations clear to the class. There may be some variation in subjects i.e. maths (again see presentation policy).
- The extent of the teacher's response to a piece of work is determined by the marking focus. Consideration is given to what a particular child is capable of, what the next learning steps involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

- Groups within classes should have at least one piece of focussed marked work, providing in depth feedback and detailed closing gap questioning/tasks per week.
- STAT Sheffield attainment may be written on a piece of work discreetly in order to inform the assessment process and in this case a comment should be written next to it.
- Ticks are normal where work is correct and a dot to indicate to the child where errors have been made. Other symbols may be used once their meaning has been explained (See explanation sheet).
- Green highlighter pens can be used to indicate evidence where a child has reached a learning outcome; this could also indicate areas of APP that have been achieved.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school reward systems.
- Children are encouraged to interact with the marking process so that they are engaged in their own learning.
- Children will be regularly encouraged to self assess their work against the success criteria of the lesson (using traffic light system/smiley face). Children must be taught how to self assess against the learning objective.
- Where appropriate children may be asked to peer assess their work including 2 stars and wish. Children will be needed to be taught this process.
- Children could indicate where they feel a particular target has been achieved. Their peer markers could also check and indicate this.
- Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making by highlighting successes and identifying next steps for learning.
- Teachers will comment on spelling and grammar only in the following cases:

If spelling and grammar were part of the lesson focus.

If it is a spelling that all pupils should know.

If it is a spelling that is displayed in a word bank.

If it is something related to a child's target.

## **5. Monitoring and review**

Subject Leaders should be aware of the marking procedure and process outlined in this Policy when carrying out a work scrutiny. Strengths and areas for development should be shared with staff.

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

## **Marking, Feedback and Annotation Policy – Guidance**

Children must know and understand:

- Presentation rules
- Personal, group and class targets
- The learning outcome
- Teacher expectations

### **Annotation**

Is done to support the assessment process, give information (e.g. absent...date), to support work scrutiny/moderation/levelling.

### **Should we mark every piece of work?**

Teachers are expected to check pieces of work, stamps, traffic lights, and ticks against the L.O are acceptable.

Some guidelines:

RE- The L.O should be the RE learning outcome, however the L.O. /Steps to Success may be used to include Literacy targets.

Numeracy - Children's work marked against the L.O. /Steps to Success and NSL to be included where relevant.

Literacy - Half termly progress in writing piece marked in detail, annotated and referenced against APP. /STAT Sheffield

Science - Work that offers opportunity for assessment of the unit targets to be fully marked in detail, at least one per unit is expected.

Art/DT - Marked against the L.O

Topic - Marked against the L.O

### **What should we mark feedback on in a piece of work?**

Marking should always relate to the LO/Steps to Success. And increasingly, the child's own personal learning needs.

Marking should be manageable.

If you are not marking in detail then a 'quick' way to indicate that the child has achieved, nearly or not achieved their L.O can be used. This can be through the use of stamps (see explanation sheet).

There should be an ongoing focus on handwriting and presentation for those children who struggle with this.

Spellings should be corrected only if they are key/basic words or have been copied from a spelling bank. Children should be trained to copy out misspellings correctly (maximum of 3).

Targets in back of book must be annotated initially with dates to signpost to where pupil's work indicates they are achieving against the target Using the traffic light system, staff to indicate overall achievement against the target at the end of the unit of work or teaching focus.

**Written comments should be completed in green pen and should...**

Be legible - modelling the handwriting we expect from the children.

Initialled, if written by a supply teacher.

Be linked to the L.O and Steps to Success

Be manageable for the teacher.

Be direct, to the point and punchy/ humorous as appropriate.

Use positive words that can preface a positive comment.

Include questions for the children to respond to.

Contain next steps for learning NSL where appropriate to let the pupil know what to do next to achieve his/her target or L.O

NSL comments must be initialled by the pupil to indicate that they have read/heard the feedback.

**GAP tasks should be written in red.** This could be a focused comment/question which should help the child in "closing the gap "between what they have achieved and what they could have achieved improving work further.

RE Books should include reflect and respond comments. It is important to mark against the RE LO firstly, however, where there is a need, staff should acknowledge errors in their writing this would apply to all cross curricular subjects.

Younger children need to be able to understand the marking easily and most marking/feedback in Y1 and Y2 will be verbal and pictorial.



### Marking Symbols in Key Stage 1



I have exceeded the LO. My teacher is very impressed with my work. 3HP



I have achieved the LO and my teacher is pleased with me.

Working towards  
learning objective.

I have tried my best and my teacher will talk to me to help me improve.

### Additional Marking Guidelines



Correct



Incorrect

Sp

Spelling mistake - write it three times under the piece of work

V

Verbal feedback given

CT/ TA

Support given by either CT or TA (KS1 and 2)

NSFL

Next steps for learning

GAP

GAP in red



Evidence of achievement (can be linked to targets or APP)

T

Evidence of Target



### Marking Symbols in Key Stage 2



I have exceeded the learning objective and produced a piece of work that is of a very high standard. My teacher is very proud of me. 3 House Points



I have achieved the learning objective and my teacher is pleased with me.

**Working towards learning objective.** I have tried my best and my teacher will write a GAP task or NSL for learning comment to help me know and understand what I need to do to improve my work.

#### Additional Marking Guidelines



Correct



Incorrect

Sp

Spelling mistake - write it three times under the piece of work

V

Verbal feedback given

CT/ TA

Support given by either CT or TA

NSFL

Next steps for learning

GAP

GAP Task



Evidence of achievement (can be linked to targets or APP)

T

Evidence of Target achieved

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Where a paragraph should have started

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Missing Word