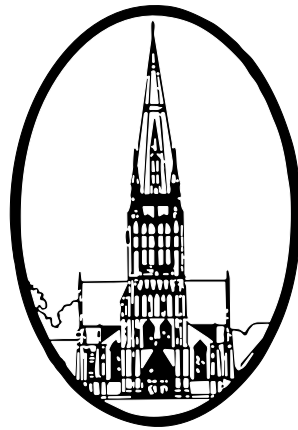


# St. Mary's C. of E. Primary School

*"St Mary's.... feeding the mind, body and spirit so we  
can be the best we can be."*



## Feedback and Marking Policy

Revised: July 2023

Review date: July 2024

## Mission Statement and Values

**"St Mary's ... feeding the mind, body and spirit so we can be the best we can be."**

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none.

Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

**Kindness:** in treating others as we would want to be treated ourselves.

**Truth:** in the choices we make and in our dealings with family, friends, school and community.

**Courage:** to stand up for what is right, overcome our fears and aspire to make a positive change.

**Hope:** about the future and know that tomorrow can be even better than today.

**Love:** for ourselves and others, knowing that God loves us.

## **Rationale**

St Mary's C of E Primary School is committed to providing focused and timely feedback to pupils, both orally and in writing so that all children 'can be the best they can be'.

Feedback and marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. This process can be recorded either by the child or the adult as a reminder for the learner and for teachers' on-going assessments.

At St Mary's our mission statement and values are at the heart of all we do. If we are all striving towards 'feeding the mind, body and spirit so we can be the best we can be' then it is essential that every learner knows what they are good at and what they need to do to improve. At St Mary's C of E Primary School, we aim to:

- Provide consistency and continuity in marking and feedback throughout the school so that children have a clear understanding of teacher expectations;
- Use systems as a tool for formative ongoing assessment;
- Improve standards through praise and focused feedback so that children improve and close gaps in learning;

- Use focused praise and feedback to reinforce growth mindset and develop self esteem and a sense of belonging;
- Create a dialogue which will aid progression.

## Principles of Effective Feedback and Marking

Effective feedback and marking should:

- Where possible, direct and coach children, there and then, in the moment
- Be at the child's level of comprehension and not lengthy
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to reflect and where appropriate respond to marking / feedback in a timely and helpful manner.
- Involve all adults working with children in the classroom
- Give recognition and appropriate praise for effort
- Give steps for improvement or to close the gap
  - Include a range of strategies and not be over reliant on one e.g. peer marking
- Provide information for the teacher on the success of the teaching
- Relate to the learning intention/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and other adults across the school in line with the Effective Marking and Feedback policy
- Develop a receptive culture, where children feel safe to talk about their learning and action next steps

## Procedures

### General

- 1 Children need to know what excellence looks like and therefore effective modelling of a task should take place in every lesson. This can then be referred to in feedback.
- 2 Where the Success Criteria (SC) have been met it is highlighted in pink (no more than 3 pieces).
- 3 Where work can be developed or improved staff highlight / mark in blue so that pupils can easily identify where improvements are to be made.

- 4 Modelling of misconceptions is recorded in books. This will look different in each subject. E.g. modelling of a maths problem, identifying an incorrect spelling or sentence structure in writing or correcting vocabulary used in geography.
- 5 Adults mark in **blue**.
- 6 Pupils self-assess or respond to next step comments in **green pen / pencil**.
- 7 Stickers to challenge or extend learning can be used .
- 8 Where verbal feedback has been given, teachers can use 'VF' written in book.
- 9 Circle supported / independent to indicate where children have been supported, or not. Write 'supported' in books where appropriate, if only a part of one lesson has been supported.

### How often?

- All learning must be reviewed, marked or acknowledged on a **daily basis and before the next lesson** by an adult. If the learning has been peer/self-marked the teacher must also acknowledge this.
- 1 piece of Topic learning to be thoroughly marked and include next steps each week.
- All weekly extended writing and RE must be thoroughly marked and include next steps.
- All maths work and English work must show modelling of misconceptions or next steps appropriate to the piece of work e.g In Maths, marking open ended problem solving may include a next step of what to try next and praise for steps taken so far, where as consolidation of an operation may require modelling of a misconception. In English, marking may include identifying and modelling misconceptions in punctuation or a spelling (that you would expect them to know) or identifying and modelling a misconception of the process like the rules of a poem.
- Where there is a practical task or activity, evidence inc photographs and pupil voice will be recorded in the online floor books as appropriate.

### Effective Marking and Feedback Strategies

The following strategies may be used to mark, assess and provide feedback.

#### 1. Verbal Feedback

This means the discussion of work and direct contact with the child and is the most valuable form of feedback. It is particularly appropriate with younger, less able or less confident children. A discussion can be accompanied by the vf code in the child's book. Brief notes may be recorded by the child or adult to serve as a permanent record for the child, teacher and parent.

#### 2. Success Criteria Stickers

Success Criteria stickers must be used in all subjects.\*

The emphasis when marking should be on both success and areas for development against the learning objective and success criteria as on the sticker.

\*There may be occasions when extended writing does not require a pre planned success criteria from an adult. These include for extended writing during transition from EYFS to Year 1.

### 3. Peer Marking

From KSI, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. Children may highlight evidence of success or write a comment(s) in another child's book in green pencil / pen.

### 4. Self-Assessment

Children are encouraged to take ownership of their learning and assess their achievements against the SC from Year 1, through discussion or with green pen marking.

### 4. Next Step Comments

Personalised Next Step Comments should be used to extend learning and must be differentiated appropriately. Next steps are recorded by the adult in blue pen (or by the child). A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. The child's response, 'green pen work' will be recorded in the book.

Next step feedback (not marking) is used as appropriate, however is particularly supportive to younger or less able children during a lesson and verbal feedback (VF) can be recorded in the book. Teachers may record a comment for their formative assessment or as a record of their verbal feedback as they feel appropriate.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"
- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".

- An example prompt – e.g. “Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn’t believe his eyes”.

## 5. Effective Marking Stickers

Effective Marking Stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner.

## 6.Praise

It is very important that you acknowledge good work. You may do this verbally, by a written comment or stickers.

## 7. Whole class feedback

Where common misconceptions have been identified, these can be addressed in a mini plenary or at the end of a lesson.

## Monitoring

Marking and Feedback will be monitored termly by the Leadership and Management Team and will form part of our annual monitoring cycle on assessment.

## St Mary’s Equalities and Vulnerability Statement

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one. Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child’s well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement
- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation
- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations taken into account to ensure that all get equal access to education and opportunities.

## Appendix I

What to write /do?

### Maths

Where work is correct or methods appropriate teachers will acknowledge in pink with a dot or highlighting.  
In some cases children are encouraged to self / peer mark as a class with a green pen.  
However misconceptions must be modelled / recorded for children in the books as next steps or shown as VF (verbal feedback)



Praise given.

### RE, Science & Topic

Highlight examples of where success criteria has been met in pink.  
Highlight 1 example of where improvements or extension can be made (linked to the next step comment or feedback). **Key vocabulary** should be addressed if they are used or spelt incorrectly.  
In some cases and when appropriate, children are encouraged to self / peer mark as a class with a green pen.



Record next steps or the feedback given (VF). These must improve or extend learning.



You may need to include a question or activity for the child to complete.



Praise can be given.



Ensure children have an opportunity to respond to next step marking as soon as possible, ideally by the day after work was completed and marked.

### Daily English work

Highlight no more than 3 examples of where success criteria has been met in pink.  
In some cases children are encouraged to self / peer mark as a class with a green pen.



Teachers are expected to give verbal feedback and model misconceptions during the lesson and record these in books as appropriate. This may include blue marking of where improvements or extension can be made linked to the task and / or process. This is where basic skills must be addressed. Spellings, grammar and handwriting can be written in back of book to be rehearsed immediately. A maximum of two examples



Ensure children have an opportunity to respond to next step marking as soon as possible, ideally by the day after work was completed and marked.

### Extended Writing Next Step Marking

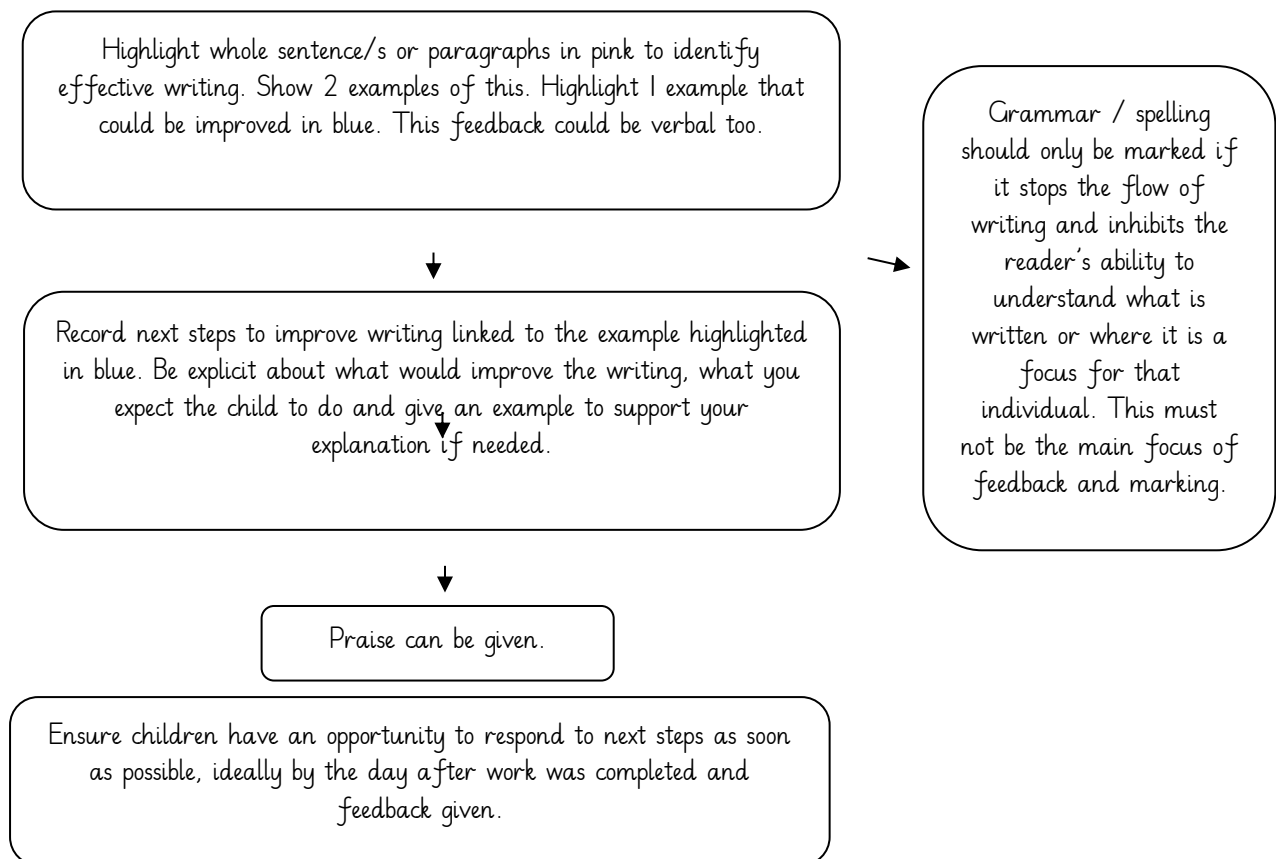
At St Mary's, when children complete extended writing pieces we are expecting them to show us their best work, combining all the knowledge and skills that they have been taught thus far, but most importantly they should show off their skills as a story teller / author.



Although the children are writing to achieve the success criteria we need to look beyond this when marking extended writing. We want to identify particular strengths in children's writing that engage or excite us as a reader and similarly that 'could be even better if...'

Skills of spelling and tenses etc. are extremely important, however these are not the focus for marking extended writing. These should become a focus in the other weekly English lessons.

We must remember some of the best authors recraft their work many times and their first drafts are focused on the ideas and the flow. Editors check the finer details like spelling at a later stage.



### Feedback and evidence of other subjects

Teachers will record evidence for other lessons through photographs and evaluation / feedback sheets. Photographs can be taken on class ipads and saved in the appropriate 'floor book' file on the shared drive alongside any evaluation / feedback sheets as evidence.

