

**We follow in the footsteps of Jesus as we  
live, love and learn together.**



## Marking and Feedback Policy

This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

**Policy reviewed: April 2019**

**To be reviewed : Summer 2021**

Reviewed by:

Date:

Signature:

Date:

Chair/Vice of Governors Signature:

Date:

## **St Luke's Catholic Primary School**

### **Marking and Feedback Policy**

#### Rationale

At St Luke's Primary we feel that marking is an integral part of the assessment process. The staff of St Luke's are committed to providing relevant and timely feedback to pupils, both orally and in writing. We aim to provide a system that is consistent and continuous across each Key Stage within our school. Therefore marking will inform planning and help highlight areas for development within the children's learning. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; a process in which the learner is actively involved.

#### Aims

As a school, the aim of our Marking and Feedback Policy is:

- To be manageable for the teaching team and accessible for the children.
- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.

#### Marking Procedures

- Teacher should use **green pen** to mark children's books.
- As far as possible, marking will be done daily or when a piece of work is completed.
- Teachers will leave a developmental comment when appropriate .
- Work will be marked in relation to shared learning objectives and the child's attainments.
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set.
- Teachers writing to be neat and legible.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Pupils will have opportunities daily to correct and improve their work. Comments can be made verbally or in written form to communicate their message. Feedback needs to be as immediate as possible.

#### Children's response to marking:

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem when necessary.

- Children will have daily opportunities to correct their work in [purple pen](#).

### Shared/ Peer Marking

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. Children should sometimes be asked to mark a piece of work from another child either individually or in pairs. Primarily peer marking should not be introduced until Key Stage 2 but the dialogue between children can be introduced in Key Stage 1.

### Shared marking

Using one piece of work from a child to mark as a class using a visualiser, at regular intervals, models the marking process and teaches particular points at the same time.

### Explicit Learning Objectives (We Are Learning To)

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.** The WALT will be clearly displayed during the lesson and written or stuck into the children's book. This will then be highlighted to indicate how successful children have been in achieving the WALT. (See marking section)

### Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5. **Feedback against the criteria frees children from personal discouragement.**

Marking

<u>Highlighting Colours</u>	<u>How successful have you been in achieving the WALT?</u>
	I have not achieved the WALT.
	I am working towards the WALT.
	I have achieved the WALT.
	I have exceeded the WALT.
	I have mastered the WALT.
Wiggly Line	Spelling errors underlined.
	Incorrect grammar
	Circle incorrect lower case or upper case letters.
	Next Step
TT	Teacher Talk
✓	Correct
•	Incorrect and try again.
	Supported by an adult. This should be indicated next to the WALT.
	Supported with resources given by an adult. This should be indicated next to the WALT.