

**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: July 2021**

**To be reviewed :**

Reviewed by: R Heneghan Date: 20.7.21

Signature: R Heneghan Date: 20.7.21

Chair/Vice of Governors Signature: T Mcaul Date: 3.9.21

## ***St Luke's Catholic Primary School*** ***Marking and Feedback Policy***

### Rationale

At St Luke's Primary we feeling 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, concise and efficient for the teaching team and accessible for the children.
- To acknowledge effort and attainment through verbal and written feedback.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand how to improve.
- 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 and TA'S should use **green pen** to mark children's books.
- Supply teachers should use **black 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 an age appropriate developmental comment when necessary.
- Learning objective to be highlighted in recognition of children's attainment.
- As far as possible, time will be spent with the child to ensure they understand the comments and next steps during Fix It Time.
- Teachers writing to be neat and legible.
- Daily opportunities to correct and improve their work during Fix It Time.

### Children's response to marking:

- Encouraged to reflect after marking and take the opportunity to correct and improve.
- Children will have daily opportunities to correct their work in **purple pen** during Fix It Time.

### Verbal Feedback

Staff to give Verbal Feedback as and when appropriate during lessons. This can be marked in the children's book as TT (teacher talk).

### Shared/ Peer Marking



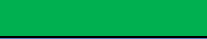

Children can identify their own successes and look for improvement points in a piece of work. Children should sometimes be asked to mark a piece of work from another child either individually or in pairs. Primarily peer marking should not be introduced until Key Stage 2 but the dialogue between children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

### Correcting Spellings

- Days of the week, months of the year and LO will always be corrected.
- Other spellings to be corrected are age/ability appropriate.
- No more than 5 words in one piece of work.

<b>Highlighting Colours</b>	<b>How successful have you been in achieving the Learning Objective?</b>
	Working Below
	Working Towards
	Working At
	Greater depth
Wiggly Line	Spelling errors underlined.
*	Incorrect grammar
○	Circle incorrect lower case or upper case letters.
○ NS	Next Step
TT	Teacher Talk/ verbal feedback
✓	Correct
•	Incorrect and try again.
○ S	Supported by an adult.
○ SR	Supported with resources directed by an adult.

Type	What it looks like	Possible Strategies	Evidence (for observers)
Immediate- at the point of teaching	<ul style="list-style-type: none"> <li>▪ Includes teacher gathering feedback from teaching (whiteboards, books, work etc</li> <li>▪ Takes place in lessons with individuals or small groups</li> </ul>	VF Visualiser Mini-plenary Marking code/ symbols 1:1 intervention	<ul style="list-style-type: none"> <li>▪ Lesson observations/ learning walks</li> <li>▪ Some evidence of marking code/ highlighting</li> <li>▪ Improvement evident</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Often verbal for immediate action</li> <li>▪ May involve TA to support or challenge</li> <li>▪ May redirect the focus of teaching or task</li> <li>▪ May include highlighting/ annotations according to marking codes/ symbols</li> </ul>	from teacher/ TA Small groups intervention	in books through editing or further work within lesson
Summary- at the end of lesson or task	<ul style="list-style-type: none"> <li>▪ Takes place at the end of a lesson or activity</li> <li>▪ Often involves whole class or groups</li> <li>▪ Provides opportunity for evaluation of learning in lesson</li> <li>▪ May use peer/ self assessment against success criteria</li> <li>▪ May inform teacher use of review feedback, focussing on areas of need</li> </ul>	Visualiser Self/ Peer assessment Success criteria Alteration of groups for next sessions	<ul style="list-style-type: none"> <li>▪ Lesson observations/ learning walks</li> <li>▪ Planning for pre/post teaching based on assessment</li> <li>▪ Evidence of self/ peer assessment in books</li> <li>▪ May be evident in selected group marking during lesson</li> </ul>
Review- away from the point of teaching	<ul style="list-style-type: none"> <li>▪ Takes place away from point of teaching</li> <li>▪ May involve written comments / annotations for pupils to read and respond to</li> <li>▪ Provides teachers with opportunities for assessment of understanding</li> <li>▪ Leads to adaptation of future planning, groupings of tasks</li> <li>▪ May lead to targets being set for learners' future attention or immediate action</li> </ul>	Next steps with appropriate responses Whole class feedback sheet in books	<ul style="list-style-type: none"> <li>▪ Acknowledgement of work completed</li> <li>▪ Written comments and appropriate responses/ action</li> <li>▪ Adaption of teaching sequences when compared to original planning</li> <li>▪ Evidence of different groupings in next lessons</li> </ul>