

## Marking and Feedback Policy

<b>Committee Name:</b>	Standards and Achievement Committee
<b>Date of Approval:</b>	January 2022
<b>Validity Date:</b>	January 2023
<b>Person responsible:</b>	Head Teacher

*‘Together we live and grow in the love of Jesus Christ.’*

### 1. Introduction

At St. Saviour’s CE Primary School we recognise that pupils need guidance throughout their lessons in how to improve their learning. This Policy aims to enable a more fluid dialogue and take into account adult workload. From this type of marking and feedback, staff can base their lesson plans on more detailed knowledge of the children and make it purposeful. We believe that marking and feedback is a collaborative process between teachers/TAs and pupils, and we aim to encourage open and continuous dialogue throughout every lesson to enable active learning. All members of staff are expected to be familiar with the policy and to apply it consistently. We believe this policy will support our children to grow successfully in their learning and enable them to apply some of our values of the Fruit of the Spirit, such as patience and self-control.

### 2. Aims

- To identify, encourage and rewards pupil’s successes against Learning Objectives, Key Questions, Success Criteria and National Curriculum expectations identified in each year group
- To facilitate as much ‘live’ marking as possible to provide pupils with feedback at the point of learning
- To engage pupils in constructive feedback dialogue to improve learning
- To value pupil’s work through meaningful and consistent dialogue
- To give pupils guidance on how work may be improved (against their age and expectations of the curriculum)

### 3. The role of the adults

The role of the adults are to evaluate the quality of the pupils’ work and improvements in the light of future planning.

#### 3.1 Marking practices

- Achievement / work that has been completed correctly will be highlighted yellow (Star Yellow).
- Areas for development or incorrect answers will be highlighted pink (Think Pink).
- Staff are to use their own judgement for how many times they use each colour in a child’s book. If unsure, they should check with other adults they are working with or with a member of SLT.
- When writing comments in children’s books, TAs will mark and annotate work in green and Teachers will use black pen.

#### 3.2 Types of Marking

- **Verbal feedback:** this should be taking place throughout lessons between adults and pupils. This does not need to be written in books, except where pupils’ responses are difficult to read.
- **Highlight marking:** this should be taking place throughout lessons between adults and pupils. The majority of this marking should be completed during a lesson with a pupil present. Star Yellow and Think Pink will be used for this marking.
- **Opportunity for response marking:** this will take place when appropriate and will usually be in response to a misconception or learning point identified by the teacher after the lesson.

### 4. The role of the children

The children’s role in feedback is to think of our values ‘patience’ and ‘self-control’ to help themselves with their learning in order to make further progress and be successful.

#### 4.1 Self and Peer Marking

- Children will complete their work in pencil or blue ink if they have a fountain pen licence.
- Children will use red pens (KS1 and KS2) for self or peer marking.

#### 4.2 Editing

- During a lesson, if a child wants to edit their work, they use the pencil or pen they are writing with. This might be self editing or correcting or it might have been highlighted pink and VF given.
- Children are to edit or make corrections to their work next to/at the side of the error they have made.
- Children are to cross out mistakes with a single line through the mistake.
- If a child edits their work after a lesson they will use their red pen.

### 5. Expectations

#### 5.1 In class for the adults

- The majority of the work is marked in the lesson by the Teacher or TA. It is not expected that every single question or item is marked within children's books.
- The use of visualisers is encouraged, particularly during lessons to show expectations and celebrate examples of work which have been successful.
- Ensure displays have elements of learning walls on them to support the children with the focus of their work.
- To ensure that we share the Fruit of the Spirit values through our approaches to feedback.

#### 5.2 Interventions and SEN

- Work completed during Interventions is to be completed in the back of a child's English or Maths book, unless the intervention time is responding to marking a piece of work which the child has completed.
- For some SEN children, the Star Yellow or Think Pink colours may not be an accessible colour for a child, so this may require discussing with the SENCo.
- This needs to be recorded onto the Interventions Log in the back of the child's book.
- No highlighting required in Intervention work.
- TAs will mark and annotate work in **green** and Teachers will use **black** pen.

#### 5.3 Maths Expectations

- When using **Star Yellow** or **Think Pink**, only the answers need to be highlighted. It is at the teacher's discretion to highlight within an answer if appropriate e.g. pink highlight the section of working out which may have an error in it.

### 6. Early Years Foundation Stage (EYFS)

- Feedback predominately consists of oral dialogue with the children about their play and work.
- Observations will be recorded on Tapestry regularly for all children to document their successes, experiences, work and learning through play.
- Comments and observations should be positive and highlight the pupils' success and achievements.
- There will be no next steps, in alignment with the EYFS framework's stance on assessment.
- Nursery- During a child's focus week they will have additional observations of their play and learning.
- Reception- During a child's focus week they will have additional observations of their play and learning, including a phonics observations and a maths observation.

### 7. Homework

- Where written feedback is given to homework, it will be given on Google Classroom. Not all homework will receive personalised written comments. Feedback may also take the form of a test (e.g. for spelling) or presentation to class.

## **8. Monitoring and Review**

- SLT and Subject Leaders will review examples of pupil's work within their subject areas through Book Looks and Lesson observations to ensure consistent standards.
- During moderation meetings, teachers will be able to discuss their marking practice.
- This Policy is shared with all Staff and Governors and will be regularly reviewed by the Standards and Achievement Committee.