

Saint Mary's Catholic Voluntary Academy



Learn to Love; Learn to Believe; Learn to Achieve.

*In our school Christ is at the centre and children are
at the heart of all that we do:*

*We inspire everyone to succeed to reach their potential in
a safe inclusive happy environment;*

*We develop resilient hard working independent individuals who
are confident to take risks.*

Marking and Feedback Policy

Date: 18 February 2022

Review Date: 16 February 2023

Signed by Chair of Governors: Mrs S Buller

Introduction

At Saint Mary's Catholic Voluntary Academy we believe that marking and feedback are an essential part of planning, assessment, teaching and learning. Through careful marking we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment, verbal or written, acknowledges achievement, promotes positive attitudes and behaviour, develops resilience and leads to an improvement in standards. This helps us ensure that every child reaches their full potential and is able to enjoy life in all its fullness.

Aim

Feedback is purposeful and impacts on pupil progress.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school. All members of staff should have high expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Feedback is a timely means of communication with pupils about their individual progress; **it should inform the next step in their learning**. This can include marking, but will mainly be verbal feedback during the lesson.

Why do we give good feedback during the lesson?

To assess and discuss with children what they are learning

- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

How do we provide written feedback at Saint Mary's?

1. Teachers will put a red, amber or green spot (traffic light system) next to the 'Can I' question at the top of their work to make clear to the children how they have got on against the learning objective of the lesson.
2. Marking is always done in green pen.

How will the children be encouraged to respond to the feedback?

At the end of every lesson, children in Key Stage 1 are encouraged to self assess against the 'Can I' question by the use of a 'feelings' face, this should be written in pencil. This informs the teacher how the child feels they have got on in relation to achieving the objective of the lesson. Children in Key Stage 2, children are encouraged to write an evaluative comment for example 'I think I've done well because...' Or 'I think I could have done better because.'

At the beginning of the next lesson in that subject: the class will be given '**Polish Time.**' This will be a period of up to five minutes where the children can respond to the marking that was done by the teacher from the previous lesson. Teachers should keep strictly to five minutes for this in order to keep the pace up at the start of the lessons. Children will respond in purple pens. The teacher will then check that next steps are being thought about in subsequent pieces of work in the unit/days that follow. Any misconceptions should then be picked up at this crucial part of the lesson.

Quality Marking

Teachers will give a Next Step (NS) which the children should spend time reading and reflecting on during 'Polish Time' at the start of the next lesson (for that subject.)

Next steps (NS) should be given for; **corrections including non negotiables** , e.g. for spellings (see example blow) **for consolidation, for development points to improve or even to challenge the child's thinking further.**

said

No more than three corrections to be given on spelling issues.

Next steps will be written out at the end of the piece of work (not in the margin) clearly laid out.

Teachers will also use a green highlighting pen to illustrate parts of the piece of work that have been done particularly well (against the learning objective.) The child can then see explicitly what's been achieved.

At least one piece of work will be quality marked in English, Maths and R.E a week against the learning objectives of the session

In Topic and Science – two quality marks will be done over the half term.

Peer Marking

This will be done in purple pen in the subjects of English, Maths and R.E and this will be done at least once a week. In EYFS and Year One this will be done orally, getting ready for Year 2. In Year 2 to Year 6, children will Peer Mark every piece of work at the end of the lesson. For example, 'PM- Sonny's comment: Well done, good use of adjectives. Next time focus on fronted adverbials.'

Symbols and abbreviations- used consistently throughout school on pieces of work to denote the following. Initials should be written and a small circle placed around them.

NS- the next steps focusing on success and improvement needs against learning intentions. This should impact the child progressing forward with the next piece(s) of work.

I - Work completed completely independently.

VF- Verbal feedback was given during the lesson on an element of the work.

T- work was supported by the teacher (e.g. a guided writing session)

A - Work was completed with an adult e.g. a student, volunteer or a parent helper.

TA- work was completed with a Teaching Assistant.

PP- Purple Polish

PM- Peer Mark