

# **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: 16 November 2023**

**Review Date: 16 November 2024**

**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 can 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 can 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 will include marking and verbal feedback throughout lessons.

## 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 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 in felt tip pen (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 beginning of each lesson:** the class will be given 'Polish Time.' This will be a period of no longer than 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 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. handwriting and spellings- for spellings (see example below) **for consolidation, for development points to improve or even to challenge the child's thinking further.**

said .....  
.....  
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No more than four corrections to be given on spelling issues. **Spelling and handwriting needs to be addressed when each piece of work is marked, not just in quality marks.**

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. However, if children have achieved an orange or red dot, then there needs to be next steps feedback written for the child.

In History/Geography and Science books, there needs to be **at least** two quality marks over the half term.

## Peer Marking

This will be done in purple pen in the subjects of English, Maths and R.E, at least once a week. In EYFS and Key Stage 1 this will be done orally, getting ready for Year 3. In Year 3 to Year 6, children will Peer Mark every piece of work at the end of the lesson. For example, 'PM- Daniel's comment: Well done, good use of adjectives. Next time focus on fronted adverbials.'

**See below for 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.

**PM-** Peer Mark

**In Religious Education**, teachers will use NS to indicate a next step related to AT1, a heart if it is related to AT2, and a cloud if the next step is related to AT3.