

 **St Cuthbert’s**

 **Marking and Feedback Policy**

**Live the light, Share the light, Be the light!**

At St Cuthbert’s Catholic Primary School, we know that providing effective, consistent and progressive feedback to student is a key element of our school life. We aim to have a constant approach to the marking symbols used by staff to ensure deeper learning, support individual progress and encourage engagement. Our marking and feedback facilitates communication with staff and students as it creates a running dialogue of performance, expectations and celebrates achievements. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

**Our Mission:**

To create resilient and independent learners who have the skills and knowledge needed to be the best that they can be and who can let their light shine.

**Our Intent:**

We mark children’s work and offer feedback in order to;

* Show that we value their work, and encourage them to do the same.
* Celebrate the children’s successes and motivate them to always try their best.
* Provide feedback that shows clearly the children’s strengths and supports their improvements.
* Ensure consistency and establish clear, consistent practices across the school.
* Promote self-assessment, as well as peer-assessment to gain knowledge from their peers.
* Share expectations.
* Assess their understanding, and target any misconceptions.
* Provide a basis both for summative and for formative assessment that can be tracked throughout their time at school.
* Inform future lesson-planning to ensure effective instruction.

**Our Implementation**

The marking and feedback provided for the children will match with the lesson objective with the child’s own personal learning targets in mind. Once the child has read their feedback, they will have time to respond to it or have the opportunity to speak with an adult to aid them with their response. The comments will be focused on the child’s personal targets or a specific skill/objective from the lesson.

Opportunities for self-assessment will be planned into curriculum lessons, where appropriate. We believe that these opportunities offers several benefits, including: promoting the responsibility, developing autonomy and control of their work, encouraging critical thinking and enhancing meta-cognitive skills.

Live marking is highly encouraged and practice here at St Cuthbert’s. Whenever possible, marking and feedback involves the child directly. Live marking allows the staff to circulate around the classroom and give immediate feedback to misconceptions and provide challenge. All live marking should be purposeful for the child and ensures will be marked with a (vf) symbol in the child’s book.

All written feedback will be provided by the next taught session and any feedback from adults will be neat, legible and in accordance with our handwriting expectations and scheme. Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.

To encourage a positive response, any identified misconceptions and/or mistakes must always be followed up by a constructive statement on how to improve. Our main goal of marking and feedback is not to find fault, but to help children learn. Misconceptions are targeted immediately but children should be encouraged to take risks within their learning to encourage engagement and deeper thinking.

The school has explicit guidelines that apply to all pieces of work:

* The lesson objective and the date are written at the top of the piece of work. In Key Stage Two, the date and L.O. are underlined (working towards this in Year 2)
* Children write in pencil until their presentation is of a standard high enough to warrant writing in pen.
* If children make a mistake in pen, they use a ruler to draw one line through the mistake. If the make a mistake in pencil, they rub it out.

At Key Stage 2 all pupils are expected to follow these guidelines and at KS1, Y2 children should be following these guidelines with Y1 pupils working towards them.

In addition to these general rules there are specific rules for specific types of work, for example maths:

* Children write in pencil in their maths books.
* They know the rule, 1 digit or symbol in 1 box.
* They set out their written calculations as modelled by staff.
* The lesson objective and the date are written at the top of the piece of work. In Key Stage Two, the date and L.O. are underlined (working towards this in Year 2)

Teachers mainly mark by:

* Ticking good points that meet the learning objective in green.
* Making a development point / asking a question.
* Using the marking symbols as outlined below.

VF - verbal feedback given T - worked with class teacher

TA - worked with TA.

Supply – supply teacher IND – independent (Early Years only)

**Marking check symbols for all subjects**

|  |  |
| --- | --- |
| **Symbol** | **What this means** |
|  | Correct  |
| **Orange line under** | Check your work |
| **1M** | Merit point awarded |
| **S.E** | Self-evaluated work |
| **P.E** | Peer-evaluated work |
|  | ‘Next step’ indicated with an arrow at the bottom of their work (mostly used in Maths) |

**Writing Specific Symbols**

|  |  |
| --- | --- |
| **Margin Symbol** | **What this means** |
| **Sp** | Incorrect Spelling(subject specific focus) |
| **//** | New Paragraph |
| **^** | Word Missing |
| **O** | Punctuation MissingChild to place missing punctuation mark within the circle |
|  | ‘Next step’ indicated with an arrow at the bottom of their work(based on threshold concepts) |

Children are given the opportunity to correct their work based on the marking feedback given using a blue pen. Where pupils interact in the marking process, they will be all the more involved and open to correction.

In addition, when the children complete writing tasks in English, the children will use differentiated (and colour coded) success criteria that is based on their weeks’ worth of prior learning targets in English sessions. This success criteria includes specific learning targets and a high-level vocabulary word bank. Each criterion is numbered to allow children to self-assess by marking the correlating number in the margin when they have used it within their work. This will clearly show their successes in including these elements within their writing before the teacher-led reviews. Please see the example below.

|  |
| --- |
| ***Narrative*** **L.O: To be able to write a suspense section that matches the themes of The Explorer**  |
| **Pupil**  | **Success Criteria**  | **Teacher**  |
| **1**  | Use expanded noun phrases  |   |
| **2**  | Use effective adverbs  |   |
| **3**  | Use possessive apostrophes   |   |
| **4**  | **Vocabulary words:** inquisitively and soaring  |   |

Teachers comment on spelling and grammar only in the following cases:

* if spellings and grammar were part of the lesson focus/objective;
* if it is a spelling/high frequency word that all pupils should know;
* if it is related to the child’s target.
* if it is a key word (scientific/historical/geographical) relating to the lesson.

**Our Impact:**

At St. Cuthbert’s Catholic Primary School, we understand that a consistent and concise marking and feedback policy can make a profound effect on all of our children as well as teaching practice and overall school culture. Our challenging curriculum and effective teaching ensure that all children experience progress. Regular and ongoing assessment informs teaching, as well as interventions, to support and enable the success of each child.