



**Marking and Feedback policy
St Luke and St Philip's Primary School
A Church of England Academy**

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MISSION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

DOCUMENT PURPOSE

This policy reflects the values, philosophy and Mission Statement of St. Luke and St Philip's Primary School in relation to Behaviour Management. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the School's approach to the teaching of Science for all staff, governors, Cidari members and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari Multi Academy Trust. A copy of this document is available for the use of parents.

The purpose of marking and feedback at St. Luke and St. Philip's is to further the learning of every child.

The purpose of our policy is to make explicit how teachers in our school mark to provide pupils with feedback. All members of staff are expected to be familiar with this policy and apply it consistently while taking into account the age and ability of the children.

It is important to provide constructive and specific feedback to children, linked to the lesson's learning objective, success criteria and the children's targets. Any feedback should relate to successes and next steps improvement.

Effective marking aims to help children to learn. It encourages pupils to be reflective learners and guides them towards their next steps in learning.

Principles that guide St. Luke & St. Philip's approach to marking and feedback

Marking and feedback must:

- be specific and relate to the learning objective (displayed by the teacher in every lesson as 'To...' and to be explicit naming the skill.)
- be linked to the 'Steps to Success' specified and agreed upon by teacher and children
- link to the children's academic targets in English and Maths which are in the front of the books
- focus on the learning for the lesson
- be used for assessment for learning to identify where children are in their learning, where they need to go and how best to get there
- give recognition for achievement and clear strategies for improvement
- be manageable for teachers and accessible to children
- allow specific 'Fix It' time for children to read, reflect and respond to marking, involving them in self-assessment
- inform future planning of lessons including target setting
- use consistent codes
- use consistent colours for marking (red relating to success 'red hot' / and 'green for growth' for areas to improve)
- encourage children to be motivated to improve
- additional, non objective related comments may be added when marking work
- a 'Tip' may be given as a reminder of non-negotiables

How we feed back to children and mark their work

Verbal feedback:

Reviews of learning achieved by the children should take place at regular intervals throughout the lesson. These 'mini reviews' should be used in response to learning within lessons, to provide regular opportunities to assess learning, challenge and move learning on.

The children will have regular reminders in a lesson, of the learning objective and the steps needed to be successful in learning. Misconceptions can be discussed with individual, groups or with the class. The lesson will ultimately refocus on the learning objective, for example in the plenary, when children might self assess or demonstrate their learning orally or in other forms. Staff should praise specific learning. Working with targeted individuals and groups of pupils in guided work focuses children's learning, providing instant feedback and challenge.

Written feedback/marking:

Red pen is used to show where there is evidence of successful learning. Ticks should be placed above or near elements which reflect steps to success, the learning objective and the child's targets. Ticks should be appropriately sized so as not to obliterate children's work. Any comments which relate to successful learning should be specific and child friendly, written in

red. All pieces of work should be marked using the agreed code system, to indicate levels of independence and success towards the objective.

Green pen is used to signify areas for improvement, linked to the learning objective and steps to success. Specific highlighted aspects for improvement such as missing or incorrect punctuation and spelling, should be made in green using the agreed codes for marking. **(see appendices I)**

Purple pen is used for editing and improving, including next steps questions which require the child to edit and improve their work. All other next steps should be marked using the normal pen/pencil for that lesson.

Each child will have a minimum of one next step in Maths and English every week. In all other subjects, one different group per lesson per day to be focus marked, ensuring all children will have an even coverage of next steps marking. Marking highlights achievement and points for development against the criteria agreed upon in the lesson. At least one area for improvement should be made clear to the pupil as a 'next step for development.' An asterisk should be used to indicate where improvements should be made. Further challenges to extend learning could be included. This may be in the form of a question or a statement. Next steps comments must prompt an action from the child. Example statements may start with 'Change...' 'Give an example of...' 'Put a _____ in this sentence.' Refrain from starting next steps comments with 'Next time...' 'Remember to...' as these statements do not require an action or relevant response from the child. A 'Tip' may be given as a reminder of the non-negotiables, however these should not be over-used, and if the same tip has been given on more than two occasions, this needs to be addressed individually. Teaching staff must acknowledge the children's responses in an appropriate way, either by a tick, another comment or the teacher's initials.

Where diagrams/explanations are required, these will be drawn in green pen. When marking maths work, discretion should be used when marking a wrong answer with a x, particularly when there is clear evidence of a misconception. However, all pieces of recorded work should be marked against the learning objective and success criteria.

All adult's handwriting on children's work must model good practice, following the Year group's handwriting policy.

Reception – printed letters

Key Stage One – joined up

Key Stage Two – joined up

Teachers may choose to initial marking they have completed. All adults who mark the work of the children they are assisting must also follow the policy. Children must be given 'Fix It' time to respond to marking. Teachers should plan for this to take place as part of their daily classroom routine. Where children are part of guided activities, opportunities to respond to marking could take place immediately.

Spelling, handwriting, punctuation and grammar

Age appropriate spelling, punctuation and grammar should be addressed and corrected if used incorrectly.

Corrections to be modelled at the bottom of the page to be copied by the child 3 times. For grammatical errors, the correct use of grammar should be modelled in a sentence to aid contextual understanding.

No more than three corrections to be identified on one piece of work.

Handwriting should be modelled for the child to copy at the bottom of the page in all year groups.

Marking should be appropriate to the level at which the child is working. Careless work should not be accepted. High levels of presentation, linked to pupil ability, should be expected at all times, and where necessary, pieces of work repeated.

Maths

To indicate clearly where reasoning activities have been completed in maths books, children to write U and A neatly above the work.

Peer marking, self marking, editing and improving

Children are encouraged to actively support each other by orally peer marking each others' work, giving advice on improvements that can be made. This can also be noted in books with 'two stars and a wish' identifying two positive features and one area to be improved. This will be modelled by teachers to ensure children treat each others' books with respect, are written neatly and are linked to the success criteria. Peer/self marking frames giving 'two stars and a wish' may be used. Children do not write in other children's books unless completing the marking frame.

Where children are expected to self check, edit and improve their own work, writing should be on alternate lines to provide enough space for editing. Children will be provided with marking frames and appropriate checklists such as visual marking strips and genre specific next steps frames to assist with peer and self marking. **(see appendices II)**

Class teachers will use visualisers to model and teach the skill of editing and improving, and working walls will display key prompts to enable children to make improvements. Children will use a Purple Polishing Pen to show their improvements.

Rewards

House points will be recorded in children's books for good work. A maximum of 5 house points will be awarded for exceptional work. Smiley faces and stickers are encouraged as part of the marking process.

Policy Monitoring and Evaluation

The headteacher, Senior Lead Team, Governors and Subject Leaders will monitor the impact of marking on pupil progress.

Monitoring takes place to:

- ensure that a consistent approach towards marking children's work takes place

- ensure marking helps pupils to understand how they can improve their work and what the next steps in learning are
- consider how effective marking is to move learning on ie. next steps acted upon by pupils
- ensure that high expectations of what pupils can achieve is evident.

Policy reviewed: September 2018

Agreed by Governors: _____

Next review date: September 2020

Appendices I

MARKING CODES – to be displayed in all classes

Marked in red

LO I = learning objective achieved independently

LO S = learning objective achieved with support (need to specify what support – adult/ resources/writing frame etc. For example ‘numicon used for support’)

W LO = working towards the learning objective

SM = self marked

GW = group work

PM = peer marked

VF = verbal feedback

HP = number house points

√ above features identified relating to the success criteria

Stamps can be used for target achieved or hand written ‘target achieved’

Marked in green

⌞ = next steps and comment

~ = spelling

o = punctuation or P in the margin

G = grammar

// = new paragraph

Motivational stamps to encourage and praise a positive work ethic can be used alongside next steps.

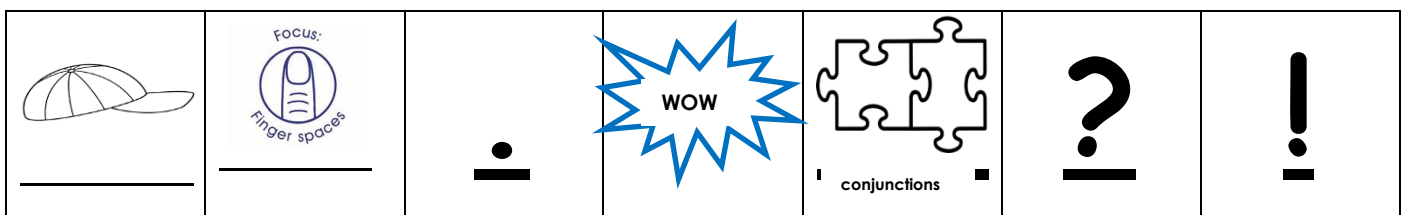
Appendices II

Examples of self marking/peer marking frames

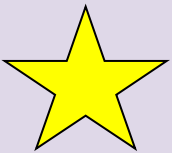
Checklist based on success criteria

Success Criteria	Peer marked	Self checked	Teacher marked

Visual strips



Self-evaluation



Peer evaluation



Peer marked by -

Marking frames are saved on staff shared – blank templates – marking frames

