



Feedback and Marking Policy 2023-24

'EXCELLENCE WITH COMPASSION'

*'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.
And love your neighbour as yourself.'* (Mark 12:30-31)

RESPECT | HONESTY | FORGIVENESS | FEELING SAFE | LOVE | CURIOSITY

The Purpose of the Feedback and Marking Policy

The purpose of this policy is to make explicit, how all staff give children verbal and written feedback at St Mary's Bryanston Square, so that it is consistent across the school. All members of staff, are expected to be familiar with the framework and to apply it. We know it is important to provide constructive feedback to children, focusing on successes and the next steps that are required to move learning on. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what they are aiming for.

Objectives for Feedback

- To share with children what they have done well and to celebrate their achievements.
- To provide clear next steps about how to move on in their learning.
- To diagnose and challenge misunderstandings and misconceptions.
- To enable teachers to adapt plans and lessons in response to the needs of the children.
- To ensure that pupils make continued progress.

The Key Principles That Guide the School's Approach To Giving Feedback Marking and feedback should:-

- Be manageable for teachers
- Be accessible to children
- Be given directly to the child at the point of learning
- Provide clear strategies for improvement and next steps
- Involve all adults working with the children in the classroom
- Give recognition and praise for achievement
- Be responded to as soon as possible by children
- Respond to individual learning needs
- Inform future planning
- Use consistent codes subjects and classes across the school

Minimum Requirements

1) Daily review

- A daily review takes place between teachers and support staff about all of the children's learning in each subject area.
- Every child's book must be looked at by the class teacher after the lesson, before the next lesson.
- Planning and resources for the following lesson should be adapted based on the review.
- At the top of each piece of learning the class teacher will record a triangle to show that each the work has been looked at

2) 'Roaming'/Live marking

All adults will move around to look at the learning of as many children as possible in each session.

The class teacher will record 'V' in green pen, to show that they have given verbal feedback during the lesson.

The impact of these conversations should be evident from the purple pen improvements and the rest of the learning completed by the child.

Written Feedback From Teachers

- All written feedback should be in green pen in the school's cursive handwriting style and should model excellent grammar, spelling and punctuation (adaptations may be made to support children's individual needs)
- Any lines drawn in a child's book by an adult should be drawn with a ruler.
- Children's responses to feedback should be in purple pen or a sharp purple colouring pencil. This will be introduced in Year 1 in the Autumn term and in regular use by Spring.

Subject Specific Guidance

English

- Punctuation and grammatical errors can be indicated using the marking code – see Appendix 1.
- Spelling can be addressed when marking English books. The words identified for the child to improve should be words that are on the board/wordbank, words they can spell using phonics or words from the appropriate word list (Years 1 and 2, Years 3 and 4 or Years 5 and 6 spelling lists).

Maths

- All pieces of learning in books need to be marked. Individual calculations need to be marked with a tick in green pen or a green dot if incorrect, or children can mark their own learning in purple pen.
- Spelling of mathematical words can be addressed when giving feedback.

Science, Geography, History and R.E

- Next step comments should focus on scientific/geographical/historical/R.E. knowledge or skills, rather than grammatical errors.
- Spelling of topic specific words should be addressed through feedback in these subjects.

Self-Marking and Evaluation (Self-Assessment)

- Self-marking gives children the opportunity to internalise the success criteria and to understand how to make their learning even better.
- Teachers need to include one opportunity per week in Maths and English for self-marking and assessment (or peer marking). This should be clear on planning/flipcharts.
- This can take lots of forms, but needs to be meaningful. This could include: tick marking maths questions and correcting mistakes, writing what they have done well, underlining where they have achieved the success criteria, ticking a checklist for writing or writing what they need to improve.
- Children need to be taught how to complete this through modelling with the whole class. Children should then make an improvement to their work based on their self-assessment.

Paired Marking and Evaluation (Peer Assessment)

- Children will be taught how to complete this through modelling with the whole class.
- Children should be taught to use the success criteria or a checklist to evaluate a partner's learning.
- Children should then give verbal feedback about what was good and what to improve.
- If written feedback is given this should be on post-it notes, rather than directly in to the other child's book.
- Children should then make an improvement to their work based on their partner's comments.
- Ground rules should be decided on as a class, so that children understand the importance of being kind and focussing on the success criteria, instead of focussing on spelling and handwriting.

Support Staff

- All adults are responsible for marking learning in books during lessons.
- All support staff should use their initials to identify who has given the child feedback.

Supply Teachers

- All adults are responsible for marking learning in books during lessons.
- Supply teachers should use their initials to identify who has given the child feedback.

Appendix 1

Marking Codes

Codes used in books to indicate resources/adult support Marking and Feedback Codes

✓ Correct answer in maths

. Incorrect answer in maths

 An example in the child's learning of where they have met the success criteria (highlighted in front of the child and with a verbal explanation)

 An area in the child's learning that they need to improve (highlighted in front of the child and with a verbal explanation)

SP Written in the margin to indicate an incorrect spelling. This should be corrected by the child in purple pen or pencil.

English Marking and Feedback Codes (to be used in the margin)

Λ - Missing word

t - Incorrect tense used

RR -When part of the writing does not make sense – reread and edit this part

SP - Incorrect spelling (in Key Stage 1, the words may be given)

H - Handwriting does not follow school's policy. The letter or join should then be modelled for the child to copy the child and with a verbal explanation)