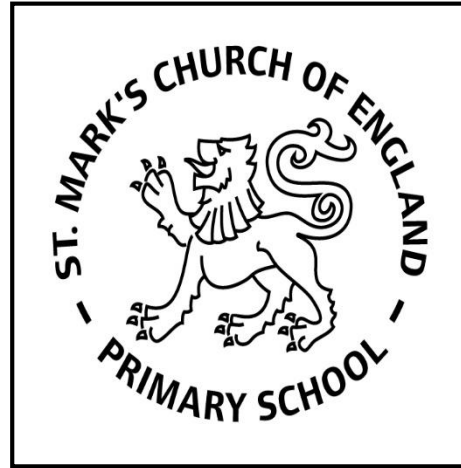


Feedback and Marking Policy



*'Thy Word is a Lamp to my Feet
and a Light to my Path'*
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



Every Child, Every Chance, Every Day

St Mark's CE Primary School
Policy for Anti-Bullying

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

Thy word is a lamp to my feet and a light to my path.

Psalm 119 Vs 105

The following five components describe the desired outcomes we offer through it.

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

Purpose:

St. Marks C of E Primary School prioritises providing timely feedback to Pupils, both orally and in writing, through Verbal Feedback, Pupil Conferencing, & Marking. This approach aims to recognise Pupils' learning, identify areas for development, and assess task comprehension. The process fosters a dialogue between Pupils and teachers, facilitating the exchange of feedback and questions.

Research underscores the significance of verbal feedback and pupil conferencing in enhancing learning outcomes, making this policy integral to the school's approach. Additionally, the school utilises Effective Education Framework (EEF) findings in its feedback practices. It should also be noted that the EEF suggests that marking should be manageable for teachers, ensuring that they can provide timely feedback without becoming overwhelmed by excessive workload.

Aim:

- To provide consistency and continuity in **Verbal Feedback, Pupil Conferencing, & Marking** throughout the school so pupil have a clear understanding of expectations and next steps in their learning.
- To develop the self-esteem of all pupil through valuing their achievements.
- To create a dialogue, which will aid progression.
- To encourage responsibility and independent learners.
- To use the marking system as a tool for formative and ongoing assessment

Agreed procedures for marking:

- All marking to be written in **clear and legible cursive handwriting**, as a model for all pupils
- The involvement of all adults working with the pupil in the classroom
- Marking to be a response to individual learning needs: e.g. marking face to face with pupils including live marking
- This policy to be manageable for teachers and accessible to pupil
- All work must have a context and objective
- All end of unit/objective work to be assessed
- All adults to initial work they have taught/led (Other than the class teacher.)
- All Support staff to use purple pens in pupil's books

Managing Feedback:

“Effective marking should enable effective learning for pupils and be as efficient as possible a process for the teacher.”

The following guidance may support teachers in managing marking workload:

- When delivering Verbal Feedback, encourage children to make corrections in red
- When engaging in Pupil Conferencing (for example, in guided groups), record questions and comments into the child’s book
- TAs and other adults working with pupil should write comments on pupil’s books about their work and/or to keep a record of learning conversations they may be having with the child
- Encourage self-and peer-assessment so that you are merely verifying pupil’s own judgments
- Do not ‘over-mark’ pupil’s work, especially for low ability pupil – stick to the success criteria where possible and highlight repeated mistakes only once, with an expectation that the child will correct them all
- Live Marking - E.g. mark work during the lesson as you go around the room (where appropriate)
- For older pupil, mark only one paragraph in detail. In response to this detailed marking and feedback, the child can then amend a second paragraph to improve it.

Marking Colours:

Pen colour	Used for	Subject
Yellow highlighter (Going for Gold)	Identifying examples of the WALT being met in a piece of work	All
Green highlighter (Green for growth)	Identifying a word, sentence or part of the work where improvement can be made.	All
Green pen (Green for growth)	Teacher marking- reference to an improvement, scaffold prompt or a method of deepening their knowledge	All
Purple pen	Support Staff marking- reference to an improvement or scaffold prompt.	All
Red pen	Self/Peer assessment or response to verbal feedback or conferencing	All

Pupil responding:

Pupils need to be held to account for any high-quality feedback they are given. Teachers need to structure learning time to enable pupil to respond to both assessment for learning and live marking.

This could be done throughout a lesson or in an entire session devoted to responding to feedback or peer/self-assessment.

It is expected that teachers regularly check pupil's responses and subsequently respond to this to ensure they are understood and completed by the child. This open dialogue between teachers and pupil should be ongoing and purposeful. When teachers want a child to look at a specific bit of work they should indicate this to the child using green biro. Spelling and Grammar errors should be identified by adults for a pupil to self-correct.

Marking Keys:

Key	Meaning
M	Learning intention met
PM	Learning intention partially met
CC	Pupil Conferencing
MWC	Marked with child
Sp	Check Spelling
Sunshine	WALT highlighted to show it's been achieved
Growth	Specifically showing where the success criteria haven't been met or something to deepen learning.

Sharing objectives (WALT) and Success Criteria:

Sharing the WALT and the success criteria with pupil leads to a stronger focus of learning and motivation and enables pupil to become more self-evaluative. At times, teacher may wish to generate the success criteria with pupils. The introduction of new learning should include explanations of how pupil will use and apply their learning by using the given success criteria to achieve this.

Peer and self-assessment:

Peer assessment and self-assessment is much more than pupil marking their own work. To improve learning, it must be an activity that engages pupil with the quality of their work and helps them reflect on how to improve it. Peer assessment enables pupil to give each other valuable dimensions of learning: the opportunity to discuss, explain and challenge each other enables pupil to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping pupil to take increasing responsibility for their own progress.

- Teacher can provide pupil with sentence stems, which aids their feedback to another pupil. These should reflect the success criteria which has been used in the lesson. Pupil should be given specific scaffolds to build this skill.
- In groups with the teacher and as a whole class, pupil can share and analyse a specific child's or an anonymous piece of work. The focus should always be 'what is good about the work' so pupils view the experience as positive. This can be done at the end of a lesson or mid-way through. Mid way allows time after for all pupil to have a look at their own work or together with a partner.

Praise:

Work should be assessed, not only for aspects of success and improvement needs but holistically. Sometimes work meets the WALT but lacks flair of flow. Stickers and stamps can be used to show the significant achievement of an individual as well as the 'wow' factor. This is done in addition to the marking keys.

Reviewed and ratified by Governing body	Spring Term 2023		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2025		