



## *St John's Catholic Primary School* *BATH*

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Head Teacher: Mrs A Bennett

### **Marking and Feedback Policy 2017/21**

*I am unique,  
In the eyes of God.  
All seeing, all knowing, all loving,  
He embraces our family,  
Parish, parent, child,  
All one with you.  
I am of the world,  
With the seeds of excellence within me,  
Encouraged to grow and flourish,  
To a spiritual fulfilment.  
I am unique,  
And with you beside me,  
All is possible*

## **Introduction:**

At St John's Catholic Primary School we believe marking should provide constructive feedback to every child, focussing on success and improvement against clear learning objectives. Marking and feedback should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school.

## **Aims:**

Effective marking and feedback should:

- Be consistent throughout the school in every area of learning
- Provide meaningful and timely feedback to the child
- Relate to clear learning objectives and success criteria for each lesson
- Highlight areas for development/improvement/correction which enable the child to identify their 'next steps', providing motivation for learning
- Inform the future planning of lessons
- Provide a tool for teacher assessment
- Positively affect the child's progress
- Be for the sole purpose of improving children's learning

Effective marking and feedback should also:

- Be manageable for teachers:

Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. In 2014, Ofsted published clarifications regarding its requirements of schools. Page 2 looks at marking and feedback and the guidance explains that Ofsted **does not expect to see:**

- Any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
- Any written record of oral feedback provided to pupils by teachers. Inspectors will consider how written and oral feedback are used to promote learning.

## **Types of Feedback and Marking Detail:**

**Verbal Feedback** – Where oral feedback is used the teacher will record this using **VF**. It is not necessary to record every detail of what has been said unless it directly indicates next steps and advises other professionals working with the children. Verbal feedback may be individual, group based or related to the whole class.

**Tickled Pink** – WALT's (We Are Learning To) and Success Criteria will be highlighted pink to show that there is evidence within the piece of work that this has been achieved.

- Evidence within a piece of work may be highlighted pink to show specific examples of where the objective has been achieved.
- Pink ticks will be used throughout the work to show specific examples where children have achieved the objective
- Pink comments may be used at the teacher's discretion to acknowledge achievements above or in addition to the learning objective

**Green for Growth** – This is an area for the child to work on and improve. Teachers will give children prompts for improving work related to the WALT and Success Criteria. Within most lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on the WALT and make improvements to work during the lesson. Time should be given for children respond to any ‘Green for Growth’ marking.

- Evidence within a piece of work may be highlighted green to show specific examples of where there are misconceptions or errors.
- Green comments may be used at the teacher’s discretion to further learning by: scaffolding, deepen learning, questioning or offer challenge (This is not a definitive list)
- Green dots will be used above specific aspects of work that require a child’s attention (e.g. a spelling mistake or handwriting join mistake)

**Find and Fix** – The initials **F&F** will be used to bring a child’s attention to a particular aspect of their work that they need to improve (e.g. a particular keyword which has been misspelt or a specific handwriting join). Children will use this as a focus as they reread their work and make improvements.

### **Stamps –**

Children in EYFS and KS1 will have every piece of work stamped as either Independent or Teacher Assisted in order to show how much support a child has received.

### **Peer / Paired Marking –**

On occasions children will be asked to mark their peers work and to comment either verbally or with a written symbol (see above) and signed by the child. It could include a positive comment or a development comment, depending on which symbol they use.

### **Children’s Response to Marking –**

Children will respond to any questions or improvements marked in green by using their ‘Purple Polishing Pen’.

### **Celebration of Work –**

Teachers will award gold stars for individual pieces of work to celebrate the time, care, effort and presentation a child has put into their work.

Appendix One and Appendix Two show posters used with the children.

### **Monitoring and Review:**

The Head Teacher as well as English, Maths and RE subject leaders will regularly monitor the effectiveness of the policy to ensure that marking systems are upheld and that every child receives positive, constructive and timely feedback.

\*Attached is a copy of the Marking and Feedback sheet given to KS2 children and a copy of the presentation poster which is being used across the school.

Signed: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Reviewed: 23<sup>rd</sup> January 2018

Due Review: 23<sup>rd</sup> January 2021