

ST. MICHAEL'S CHURCH SCHOOL
MARKING AND FEEDBACK POLICY



*St. Michael's
Church School*

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Policy Review Schedule

| Version | Author | Summary | Review Date | Next Review |
|----------------|------------------|-----------------------------|---------------------------|---------------------------|
| 1.0 | J Ashley | Original Policy | Jan 2016 | Jan 2018 |
| 1.1 | D Jones | Minor Amends | Jan 2018 | Jan 2019 |
| 1.2 | SLT | Minor Amends | Dec 2018 | Dec 2019 |
| 1.3 | H Daulton | Updated | May 2020 | May 2021 |
| 1.4 | H Daulton | COVID amendments | September 2020 | September 2021 |
| 1.5 | H Daulton | Minor Amends | December 2021 | December 2022 |

1. Introduction

The marking and feedback of children's work is central to the learning process. At St Michael's Church School, we believe that marking should provide constructive feedback to every child. It should focus on the child's success and improvement needs against learning objectives. All children should be encouraged to become reflective learners and to close the gap between current and desired practice; sometimes this will be done through marking and sometimes through oral feedback.

2. Principles

Marking and feedback should:

- Relate to learning intentions and success criteria which have been shared with the children
- Involve all adults working with the children in school
- Give children the opportunity to become aware and reflect on their learning
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning and target setting
- Move the children on in their thinking and learning
- Be understood by the children
- Be consistent across the school
- Be seen as a positive in improving their learning
- Encourage children to self-assess where appropriate.
- Be valued by the pupil as a means of promoting improvement.
- Be manageable for teachers

3. Marking should meet the following guidelines

3.1. Expectations from teachers

- All work in the children's books should be acknowledged and the 'Learning Objective' should be displayed at the top of the piece of work; either written by the child, or printed and glued in by the teacher.
- Successes, against the learning intention, should be identified by the teacher, through writing- LO met, LO partially met or LO not met. Improvements or misconceptions, towards the learning intention, should be then addressed. All marking and any comments made should be done in green pen.

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- A 'Next Step' focused comment should be included at the end of the piece of work to help the child to close the gap between what they have achieved and what they could have achieved or extend their learning further. There should be time allocated to allowed children to respond to this 'next' comment.
- Spelling, punctuation, grammar and handwriting issues, which are not explicitly connected to the success criteria of the lesson, should be dealt with in a manageable way for the individual pupil. However, high expectations should be communicated by the teacher. Consistent use of the agreed marking codes enable children to understand what the marking means.
- All teachers and teaching assistants should model cursive handwriting, spelling, punctuation and grammar when marking.
- In mathematics, work will be marked with a tick or a series of dots if the child has got lots of questions wrong.
- Verbal feedback should be recognised using the code 'V' in pupils books.
- Work should be stamped to indicate the level of support given - *Teacher / Teaching Assistant or Independent*
- If work was taught by a supply teacher/ PPA teacher, it should be signed accordingly

Example of marking and next comments are as below:

Key Stage 1

Written example:



L.O. I can use adverbs,
to describe when.

How to Play duck duck goes
You need hyoamns

1. Ferst you need a sical ○
2. next you choos the DUCKER ○
3. The DUCKER Pics sumuan to be the goaser ○ L.O. not met

Next: Which one is not an adverb?

finally next cat after

Mathematical example:



L.O. I can add a one digit
number to a two digit number.

1. $13 + 7 = 20$ ✓
2. $23 + 8 = 32$ ●
3. $16 + 3 = 19$ ✓
4. $18 + 5 = 24$ ● L.O. partially met

Next: Use your bonds to 10

$$23 + 8 = 23 + 7 + 1 = 31$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$17 + 6 = 17 + 3 + 3 = 23$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

Try: $14 + 8$

Key Stage 2

Written work example:



L.O. I can include passive voice in my writing.

Three million years ago, the enchanting and spectacular Galapagos archipelago - located in the Pacific Ocean - were formed when a volcanic eruption occurred. These islands are now home to a remarkable collection of creatures and plants, the most famous of these are the galapagos tortoise, which are often described as: 'Harmless beauties with a caring heart.'

The arrival of the Galapagos tortoise was caused by a flash flood in South America, it is believed that they drifted for months on sea - to finally find land. L.O. met

Next: Rewrite the sentence below in the active. Remember to punctuate your answer correctly. The vital clues were discovered by the detective.

Mathematical example:



L.O. I can multiply and divide fractions.

1. $\frac{2}{3} \times 7 = \frac{14}{3} = 4 \frac{2}{3}$ ✓

2. $1 \frac{5}{8} \times 11 = \frac{143}{8} = 17 \frac{7}{8}$ ✓

3. $6 \frac{2}{3} \times 5 = \frac{100}{3} = 33 \frac{1}{3}$ ✓

4. $8 \frac{1}{9} \times 23 = \frac{1679}{9} = 559 \frac{2}{9}$ ✓

L.O. met

Next: The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58 \frac{2}{3}$ times the length of a day on Earth.

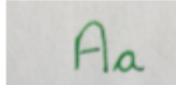
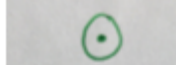
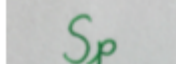
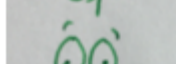
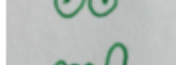
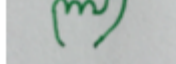
What is the length of a day on Mercury, in hours?

3.2. Expectations from the children

- Children should be encouraged to edit their work using a blue pen both before and after it has been marked by the teacher.
- Self or peer evaluation should also be undertaken by the children, who can identify their own successes and look for improvement points. The plenary session can then focus on this process as a way of analysing the learning.
- Children should respond to all marking including but not limited to: corrections, spelling/punctuation errors and 'next' comments. They should be provided with time to do this and all edits should be made in blue pen. Next steps completed in usual pencil.

4. Agreed Codes for Marking

EYFS and Year 1

| <i>Codes</i> | |
|---|--|
|  | <i>Capital letter</i> |
|  | <i>End punctuation</i> |
|  | <i>Spelling</i> |
|  | <i>Read your work—does it make sense</i> |
|  | <i>Finger space</i> |
|  | <i>Verbal feedback given</i> |

Year 2 -6

| Codes | |
|-------|-----------------------|
| sp | spelling |
| p | punctuation |
| g | grammar |
| ^ | missing word |
| // | new paragraph |
| V | Verbal feedback given |

5. Monitoring and Review

This policy will be reviewed annually. Work scrutiny through the year by subject leaders and senior managers will monitor and evaluate the use of this policy.

Appendix A

Due to COVID restrictions, we have made changes to our marking policy, in order to ensure staff, their families and the children at St Michael's Church school are kept safe. The new policy ensures that children continue to receive daily feedback in their learning.

Expectations from the teacher:

1. All work will continue to be stamped, to signify if it was completed independently or TA/Teacher support was given.
2. All work will continue to be dated and have a Learning Objective at the top of the work.

Feedback and Next Steps

EYFS and Year 1:

1. Staff will continue to give children next steps, this will be verbally or written onto the child's work.

Year 2-6:

1. Any 'next step' will be displayed on the IWB for children to access. Children will record their response to this using a blue biro pen in their book.
2. Any verbal feedback should be recorded with a 'v' and initialled, signifying the member of staff involved in working with the child.
3. Post it notes can be used to give a child specific feedback, such as spellings, grammar or letter formation.
4. Children will each have a bookmark in their English books. These will record the key spellings that each child needs to acknowledge and show improvement in using within their written work.

Expectations from child:

1. Children should continue to edit their own work, using a blue pen throughout the lesson.
2. Self and peer evaluation should continue to be used in order that children are able to identify their own successes and look for improvement points. The plenary session can then focus on this process as a way of analysing the learning.
3. Children should be provided with time to edit and complete next steps, using blue pen.