



St Bernadette's Catholic Primary School

Feedback & Marking Policy

Overview

At St Bernadette's we believe that specific and quality feedback, given at the point of learning, is most effective in helping children to learn. We believe that feedback and marking **MUST** be consistent across all subjects; that it must be manageable and motivate our children to learn more.

The Mission at St Bernadette's Catholic Primary School is....

'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

Therefore, the development and implementation of our Feedback and Marking policy must enable us to achieve our mission and provide the best possible learning environment for the children in our care.

Rationale

We believe that responsive teaching which includes written and verbal feedback to pupils' about their learning is a vital aspect of the teaching sequence. The strategies below are instrumental in raising achievement and attainment.

The primary purpose of assessment for learning within and after a lesson is to assess the depth of learning that has taken place, to identify misconceptions and to inform future teaching and learning.

Intent

Is that our formative assessment of children's learning should:

- Enable children to make the best possible progress in all areas of learning.
- Feedback is given in a positive, constructive and dignified manner and considers the uniqueness of every individual.
- Provides accessible feedback to the child in order for them to take the next steps in their learning and highlights areas for development, improvement and correction.
- Informs future planning of lessons.
- Enables the teacher to record progress related to learning objectives.
- Time will be given for children to respond to feedback.

Implementation

- Be manageable for both the child and the teacher.
- Be relevant.
- Use pink and green pens only.

Verbal feedback:

- We believe that verbal feedback given during the learning is incredibly powerful.
- It can be used at different points within the lesson.
- Can be for the whole class, for a group or an individual.
- If verbal feedback is delivered, it must be indicated with:-
 - pink pen for positive feedback – something has been done well or is the reason for achieving the learning objective.
 - green pen to indicate where misconceptions have been corrected or where developmental feedback has been given.

Marking Guidelines

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which feedback method will have the most effective impact on learning and progress for each piece of work set.

- Will refer directly to the learning objective.
- If the learning objective has been achieved the learning objective will be ticked pink.
- If the learning objective has not been met the learning objective is left blank.
- Written feedback may be given but should be short.
- Pink should be used to inform the child what they have done well.
- Green to show what they need to do to improve.
- Where scaffolding or modelling has been required to support the learning, it should be marked with an 's' to indicate support. If the child then goes on to apply this independently work should be annotated with an 'I'.
- TA to be used when work marked by teaching assistant.

Codes to be used in written feedback across the curriculum: -

- ^ = insert a good word, phrase or clause.
- P = punctuation missing or error – you find it and change it.
- SP and a word is circled = spelling that needs correcting using a dictionary and must be limited to 3 per piece of work.

Self-marking/editing/peer assessment

- Children will edit and mark their work using a 'purple polishing pen'.
- Response partners should be used to discuss improvements to work and then the individual chooses whether to include them.
- Guidelines should be given to children before commencing on editing.

Subject specific Marking:

English

- Marking in English is pink ticks and always of the learning objective when it is achieved.
- Comments if appropriate and necessary, these will be pink or green dependent on the nature of the comment given.
- Any misconceptions/corrections must be addressed before they begin the next piece of work if it is going to impact on the learning about to take place.

- Non-negotiables in writing must be adhered to at all times and must be corrected in independent writing.

Marking code in English

- ^ = insert a good word, phrase or clause.
- P = punctuation missing or error – you find it and change it.
- SP and a word is circled = spelling that needs correcting using a dictionary and must be limited to 3 per piece of work.

Mathematics

- Marking in Mathematics is pink ticks and always of the learning objective when it is achieved.
- Green marks will identify errors and misconceptions.
- Comments if appropriate and necessary.
- Any misconceptions/corrections must be addressed before they begin the next piece of work if it is going to impact on that learning.

Geography, History, Science, Music and R.E.

- The learning objective of the lesson should be the main focus of marking and should be ticked or not as stated previously.
- Spelling mistakes should be highlighted in all subjects using the code SP and indicated with a circle and in green ink.
- Only key vocabulary identified on knowledge progression documents should be addressed.
- This should be manageable for the children and include no more than three words.

Art / D.T

- It is important that the learning objective for the lesson is discussed with the children and what the success criteria will look like to a child.

Computing

- Purple Mash stores children's work and provides opportunity for both self and teacher assessment.
- Children are able to assess their progress using the 'monkey points' hints system for additional support.

Science & Music

- Verbal feedback for practical work undertaken is given at the point of learning.

P.E.

- Verbal feedback is given at the point of learning and children are assessed using the P.E. App.

Monitoring & Evaluation of this policy

- Subject leader and SLT scrutiny.
- Pupil questionnaires and discussions
- Staff discussion.
- Outcomes from monitoring - on a school proforma and kept on file.
- AFL policy maintains high standards of progress and presentation of written work.
- Reviewed annually.

Signed: (Headteacher)

..... (Governor)

Date:/...../.....