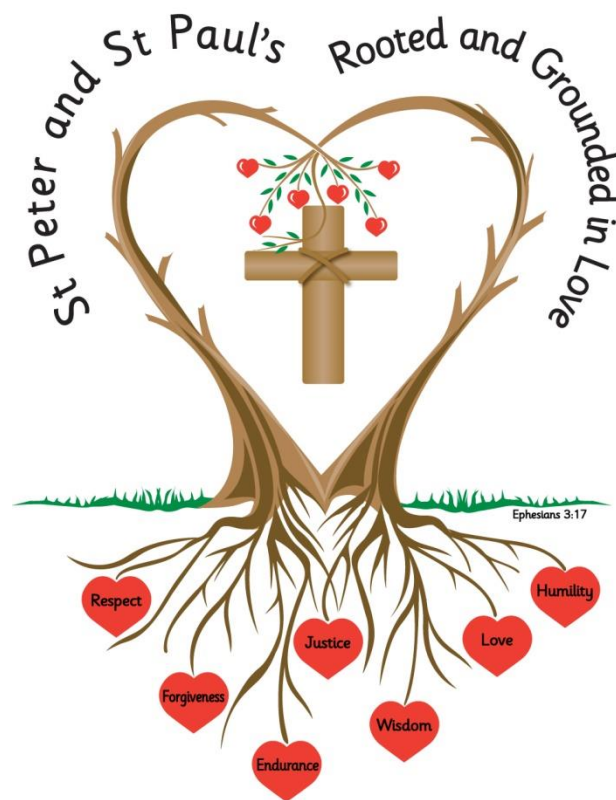




Marking and Feedback Policy

Being 'rooted and grounded in love' (Ephesians 3:17) we strive to follow the Lord's command to love God above all things and each other as brothers and sisters, making God's Kingdom a reality in our school and throughout our community.

'To be effective, feedback should cause thinking to take place.' (Shirley Clarke)

'The learner needs to understand the purpose of the learning, how to make improvements and be given specific time to respond to comments or feedback.'

Principles of Effective Feedback

- Highlights success and improvement against the learning objective and success criteria that are **specific to the task**.
- Asks for small improvement – closing the gap.
- Focuses on certain aspects of work, not attempting to assess everything, and provides constructive criticism, demonstrating respect for what the learner has achieved.
- Gives children time to reflect upon and respond to their comments, including children commenting on each other's work in a respectful manner.
- Ensures children understand their achievements and know exactly what they must do next to make progress. At St Peter and St Paul's we regularly refer to examples of endurance that can be found in the Bible, showing the children that Jesus never gave up.

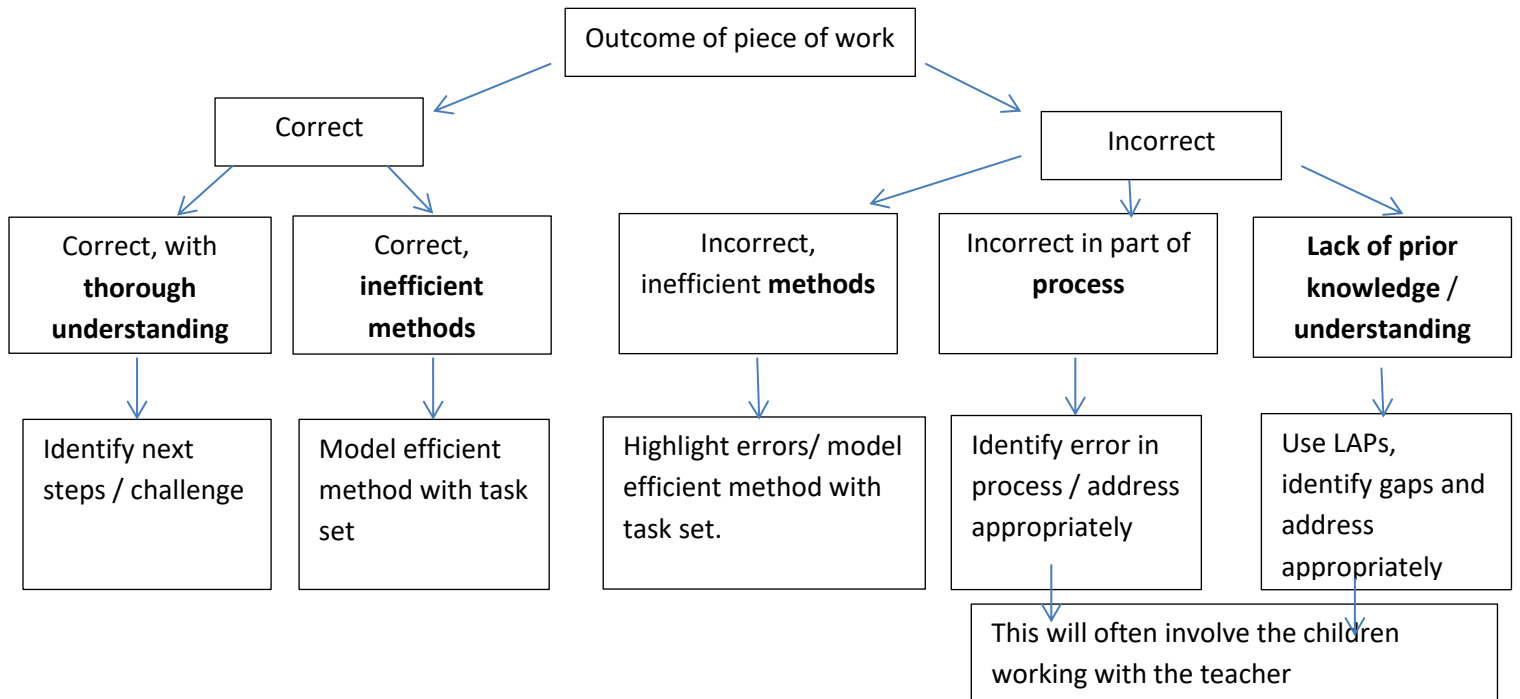
Marking at St Peter and St Paul's C of E Primary School

- Marking is appropriate to the year group and in YR and Y1 will mainly be verbal as adults are working with children.
- Marking is always done using a **red** pen and is kept up to date.
- Marking is based on the objective of the work and children are taught to look back at this as part of their feedback.
- Comments are usually written in **positive, short sentences/bullet points** in a language that is appropriate for the age of the children. Staff may also write positive *comments in the margins throughout the work. This will be particularly evident in longer pieces of work and in KS2.
- Where specific verbal feedback has been given, staff may choose to make a brief note of what this was as a reminder for future pieces of work e.g VF commas
- Adults model the cursive script of handwriting that is taught in school when marking work.
- Comments always link specifically to the **learning objective** and **Success Criteria**. 'non-negotiables' such as neat handwriting, and what is 'expected' from that child e.g previously taught aspects of work not included in day to day success criteria and are displayed on Working Walls for children to refer to.

- Marking is based on a star (*) – something done well and a wish (w) –future improvement.
- Suggestions are made where improvement is needed ('closing the gap comment')
- Children go back to the aspect that has been indicated and self-correct ('fix it time')
- Instead of repeating comments for similar errors adults write a reminder target on a post it note and the child moves this onto each new piece of work until they have achieved it.
- On occasions when teaching assistants mark work they initial the ✓ or v. next to the learning objective/title.
- **'Close the Gap' Prompts**
- **Reminder prompt** - refer to the L.O /Success Criteria
- **Scaffold prompt** – Identifies what the pupil needs to do next and finds a way to hand it back to the pupil.
- **Example Prompt** – Gives some positive examples and asks the pupil to find their own improvement

Marking Code In Y5/6 the codes are put in the margin so that children can identify their own errors. Children in Y4 will be introduced to this process.	
	Spelling mistake
	Correct spelling – wrong word
<i>O</i>	Incorrect punctuation
.	Punctuation missing
^	Missing word
/	New sentence needed
//	New paragraph needed

Effective Feedback in Mathematics



Fix it Time

- Children are always expected to fix anything that they have previously been taught and what the teacher 'expects' them to know and apply.
- Y3 – Y6 children use 'Fix it time' at the start of the lesson to correct the last piece of work using a **purple pen**. Y2 are guided through this process as they work with adults in preparation for Year 3.
- YR and Y1 are taught the 'Fix It' process as they work with an adult and if appropriate may be asked to make some corrections e.g incorrect letter formation.
- Staff always acknowledge any corrections that children have made, either by a tick in red pen or by addressing any further mistakes.

Policy Reviewed: September 2018

This policy will be reviewed annually or more often as needed.