

St. Leonard's Primary School Marking and Feedback Policy

At St. Leonard's all staff adopt a positive and professional approach to feeding back to children about their work and progress, whether this is done orally or in writing. The language used in giving feedback supports the development of "Growth Mindsets" in our children, helping them to learn from their mistakes, work harder and believe in their abilities. We are committed to raising achievement of our pupils. High quality and sensitive feedback is the vital element that will ensure that the children are actively involved in the assessment of their learning and progress. Adults working alongside pupils understand their skills and knowledge will allow real Assessment for Learning by everyone involved in the process. Future learning opportunities will be created and adapted by a partnership of people enjoying their learning environment.

Aims:

1. To consistently ensure pupils are aware and understand their progress and have confidence to develop new skills.
2. To lead pupils to strategies, ideas and the means by which they might improve.
3. To develop the habits of independent learning in a safe and caring learning environment, which encourages pupils to learn from both their successes and mistakes.
4. To recognise that real ownership of their environment and choice of resources increases motivation and self esteem, creating learners who ask questions.
5. To monitor pupils' progress, feedback this progress with pupils regularly, so creating future plans and learning opportunities that are more effective and better understood by pupils.

Quality marking and feedback:

- Will be carried out promptly and regularly
- Will contain appropriate positive comments to support pupils whether to support success, consolidation or improvement.
- Will allow pupils time to reflect on their understanding of any feedback positively.
- Will relate to the purpose/learning objective or success criteria previously shared with or created by the pupils
- Will be readable, accessible and understood by the pupil.

Guidelines for feedback:

- All work will be marked/edited by the child in blue pen as a result of self, peer or feedback from an adult.
- Comments made, are, where possible, linked to 'closing the gap' between the success criteria children are working towards and what they have produced.
- All books will be looked at during/following lessons when a form of summary will take place which is suitable for each individual teacher. E.g summary sheets, post it notes, particular groupings

Different types of marking:

Adult Feedback (red pen/pink highlighter):

Within a lesson praise, feedback and support is given as appropriate. Noted by the adult using red pen and the 'v' notation or pink highlighter (see marking symbols table). There will be no unnecessary lengthy marking comments, unless staff deem it necessary. Symbols or short phrases may be recorded in line with the feedback given and children will respond to the

feedback immediately in their learning or in blue pen. Staff will use their professional judgement when selecting spellings which need to be corrected and practised.

Self-Assessing and response to marking (blue pen/pencil):

Children will respond to all adult feedback in blue pen or pencil. They will be given particular time to do so at an appropriate time decided by the class teacher.

Children should self-evaluate regularly having been taught to do so, by reviewing their own or a partner's work and assess it against given purpose, success criteria or the learning objective.

The children are encouraged to use the marking symbols on their own and each other's work to identify areas to improve and show where they have worked with feedback from an adult.

Paired or peer marking (purple pen/pencil):

- Children are taught how to do this through modelling to the whole class
- Ground rules must be in place (listening, no interruptions, confidentiality etc.)
- Children are encouraged to first find the 'best bits'

Non-negotiables:

- All children must write in black ink or pencil for all learning
- Children must respond/edit or self-assess in blue ink or blue pencil
- Adults must denote marking/feedback in red ink
- Children must peer-assess in purple ink/purple pencil
- This policy must be applied to all learning, regardless of subject (**Please note, English Journals are exempt*)
- On all learning there will be feedback denoted, changes made or both (This could be as little as ✓ if no changes are required.
- In some cases, staff may feel a next step is required when marking after the lesson, the 'V' symbol will be used alongside a short comment.
- The marking key and symbols below must be used by all
- Children are responsible for taking ownership of their learning and their books, presentation standards must be upheld at all times
- If any adult other than the teacher is giving feedback, the learning should have the initials of that adult at the end
- **I** = Independent/ **S** = Supported symbols will be used where appropriate in marking. E.g SEND children who have been supported and then go on to work independently. These symbols will denote progression in that lesson or activity.

Teachers may use a range of strategies including paired talk time/4 minute feedback/teacher focus groups etc. to ensure children have a good understanding of their learning and have ownership of what they're doing.

If feedback is given by any adult that is not the usual class teacher, it should have their initials at the bottom

Symbol	What this means
	<p>Verbal feedback, support and advice given by an adult during or post lesson.</p> <p>Symbols, single words or a short phrase may follow this to indicate feedback given.</p> <p>For example: V: ""</p>
	<p>This is really good, well done! Move on.</p>
	<p>This is excellent and should be used again. Well done!</p>
	<p>Spelling mistake, correct it and learn it please. Ensure it is written out at the bottom of the page.</p> <p>Note: where appropriate the correct spelling will be given for the child to copy and learn.</p> <p><i>*As of February, Y2 and Y6 will use sp. In the margin to denote a spelling mistake.</i></p>
	<p>Punctuation is missing from the line/sentence.</p>
	<p>Gold star stickers will be given to celebrate excellent learning.</p> <p>These are worth 3 credits.</p>
<p>Your presentation is not acceptable</p>	<p>Used where presentation does not meet the expected standard. Staff will use their discretion to decide whether children need to re-write this or if they can continue but show improved presentation.</p>
	<p>This is incorrect. Revisit it.</p>
	<p>This section needs re-writing so that it make sense or improvements can be seen.</p>
	<p>C = credit.</p> <p>The teacher will denote how many credits they want to give to the child within the circle.</p>