

St James' RC Primary School

Feedback & Marking Policy

**FAITH IN ACTION,
WORKING TOGETHER,
WALKING IN THE FOOTSTEPS OF CHRIST**

Effective feedback and high expectations are essential if children are to make progress. They are key features of Assessment for Learning. The children need to know that an adult will examine their work carefully and give guidance and encouragement to steer them in the right direction. They also need to know that poor quality work is unacceptable. Recurring errors should be used as teaching points. A positive comment is extremely encouraging however moving on comments are equally important. All work should be marked according to ability and circumstance. Feedback should be linked to the learning question which is identified at the beginning of the lesson. Time should be allocated for children to reflect upon and respond to the feedback. Assessment for Learning will inform short- and long-term planning and will feed into Classroom Monitor.

How is work marked at St James'?

St James' introduced in September 2020 a new style of feedback and marking which aims to minimise post-lesson marking.

All adults will feedback and mark in line with the policy.

Adults will live mark during lessons as much as possible. At the end of a lesson the books will be collected in and looked at by the adult. Feedback notes can be added to a class diary.

Target children, including those who are Pupil Premium and/or SEND pupils, will have their books marked first.

Marking symbols are displayed in classrooms and each year group has non-negotiables that children are always expected to do. The non-negotiables will be introduced to EYFS in the 2nd half of the spring term.

Marking is related to the subject being assessed but presentation of the work will also receive feedback.

- A green pen is used by the adult for live marking when the work is reflected on with the child.
- A red pen is used by the adult when the work is acknowledged post lesson.
- A purple pen is used by the child when responding to any feedback or to self-mark. This must be presented well. In Year 1 live marking by the teacher can lead to children using purple pen during the lesson.
- Children will continue to use their lesson pen or pencil to respond to live marking during the lesson.
- Where appropriate in KS2 children can use pencils to edit their work.
- Adaptations will be used for SEND children.

The adult uses green highlighters to highlight what went well (green means great) and pink highlighters when something needs rethinking (pink means think).

Incorrect answers will be dotted in green if marked with the children and given a red cross when marked post lesson.

A traffic light system is used for self-assessment. Children are encouraged to explain their self-assessment when appropriate. KS1 will traffic light by the LQ. KS2 will respond at the end of their work in more detail. Self -assessment will be introduced to EYFS in the summer term.

The learning question will be highlighted in green by the adult if it has been achieved and left plain if not. Cross hatching is used for partial understanding. A plus sign can be added to indicate that the child has exceeded the LQ.

Lessons can begin with whole class feedback which will address common misconceptions, provide learning points and provide challenge where necessary. This feedback should take no longer than five minutes. This will happen when appropriate in EYFS and KS1.

During the feedback, children may add a learning point to their work in purple pen when appropriate. This is not the case in EYFS. In Year One, children may respond to teaching points in purple during lessons if appropriate.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: autumn 2022

It will next be reviewed in: autumn 2025

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)