



St. Patrick's Catholic Primary School

Feedback and Marking Policy

Written by	Approved by	Approval Date	Review Date
Senior leadership team	Governing body	November 2021	November 2022



Purpose

Marking and feedback should:

- Relate to the learning objective
- Celebrate the children's successes in their learning
- Provide meaningful feedback which the pupil can act on
- Enable a pupil to make corrections or improvements to a piece of work
- Support pupils in becoming independent learners
- Assist in the assessment of a pupil's progress
- Enable the teacher to plan for future learning
- Support pupil's in their next steps in learning
- Be consistent across the whole school.

General guidance

Pupils should be made aware of the learning objective at the start of the lesson. Teacher's feedback should relate to how well the pupil has performed in relation to the learning objective. A Learning objective normally begins with 'To be able to....', 'To know.....' or 'To understand...'. The learning objective should be written in neatly in a pupils book at the beginning of each piece of work or should be printed and stuck in (Foundation stage and the start of Y1).

Teacher should mark all work with blue pen and responses by the pupils should be in green pen or pencil.

Adults in school should also model the correct handwriting in children's books following the handwriting policy.

If individual questions are being answered they should be marking with a tick or a dot.

Types of Feedback and Marking

Feedback is a continuous approach that all staff in school use throughout all lessons but they may fall into the following categories.



Continuous verbal feedback

This will be conducted as a whole class, in small groups or individually and will reinforce the learning objective. Other feedback may be made to pupils based on individual targets.

Verbal marking and feedback




The child will be present when teachers mark and provide feedback against the learning objective- 'live marking'

Marking at a distance

This will be more widely used from Y2 to Y6. This is where children's books will be marked after the lesson where the child is not present. Marking should always be in relation to the learning objective and should follow the marking code.

Marking code- RAG rating and chat, check, challenge. (Appendix 1 and 2)

At the end of a lesson the pupils will assess their work using a small dot in the colour code below:

-  I have met the learning objective
-  I need more practise
-  I have not met the learning objective

At the end of a piece of work, staff should indicate using an arrow



- Chat
- Check
- Challenge

Chat

If a child has not met the learning objective and has the word chat, the child needs to be given the opportunity to discuss their work and an immediate intervention needs to be put in place. This could be delivered by the teacher or teaching assistant and the work should be completed next to the piece of work in their book. This should be completed in green pen. The intervention would may take place during early work, at the start of the next lesson or at another time within the school day.



Check

If a children has particularly met the objective and has the word check, this indicates that some simple errors have been made that need correcting. In the following lesson or during another point in the day the child should have the opportunity to correct their work in green pen.

Challenge

If a child has met the learning objective the word 'challenge' may be written at the end of their work. The teacher may write a challenge question for the child to answer or a whole class challenge may be written on the board for the children to answer in their books.

Correction and identification of miss-spellings

If spelling corrections are required, a maximum of 3 spellings per piece of work will be detected and corrected. Words chosen for correction should be in line with the child's ability e.g. high frequency words, words containing phonics sounds, words with pre-fixes and suffixes taught.

Miss-spelling detection and correction: Year 1 to Year 3

Once a miss- spelt word is detected, the teacher will write the correct spelling above the word. The child will then copy the word three times at the bottom of their work in green pen. Teachers should then ensure that the spelling has been spelt correctly in any subsequent work

Miss-spelling detection and correction: Year 4 to Year 6

Once a miss-spelt word has been detected, the teacher will indicate that it has been spelt incorrectly by starting to write the first few letters of the word above it. The child should then use a dictionary or support to spell the word correctly.

Pupils should respond to all marking with in green pen.

Self- assessment

Pupil's should be self-assessing their work at the end of each lesson. During the lesson or at the end of the lesson pupils should have time to reflect and be able to identify if they have met the learning objective. Teachers should explain, using bullets points, under the objective to support the pupil to know if they have met the objective.



Marking and feedback in the Early Years Foundation Stage – Appendix 3

Teachers in the EYFS, will provide verbal feedback at all times, to address misconceptions immediately and give children the opportunity to have another go. Teachers will RAG rate work which has been completed to show whether the objective has been met or not. If appropriate 'check' will be used on pupils work to support in identification of mistakes which need to be corrected.

Whole class feedback sheet (Appendix 1)

The whole class feedback sheet should be used by teachers to identify those pupils who need the extra catch up sessions and those pupils who have deeper misconceptions. This should also be used to track trends in common spellings mistakes and misconceptions across the class. The challenge question can also be identified on this sheet to support the amount of writing which is being written in each child's book.

Child friendly Marking policy

Foundation stage marking key



I have met the learning objective



I need more practise



I have not met the learning objective






Check – Check back over your work and correct any small mistakes






Key stage 1 marking key

Self- Assessment against the learning objective

-  I have met the learning objective
-  I need more practise
-  I have not met the learning objective




Teacher marking

-  Chat – A member of staff will support some extra work on this objective
-  Check – Check back over your work and correct any small mistakes
-  Challenge – Please answer the question give to you by your teacher




Spelling- Your teacher will be identify your spelling mistakes by writing it above the word.
Please write the word again in your green pen.

Key stage 2 marking key

Self- Assessment against the learning objective

-  I have met the learning objective
-  I need more practise
-  I have not met the learning objective

Teacher marking

-  Chat – A member of staff will support some extra work on this objective
-  Check – Check back over your work and correct any small mistakes
-  Challenge – Please answer the question give to you by your teacher

Spelling- Your teacher will be identify your spelling mistakes by writing the first few letters of the spelling above the word. You then need to use a dictionary to find the correct spelling.



Appendix 1

Date:	Lesson:
Work to praise and share:	Presentation:
Who needs further support?	Who needs further challenge?
Basic skills errors/ARE spellings	Absent
Misconceptions and Next lesson Retrieval Practice	

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