

# St Anne's Catholic Primary School

*'Christ's light shines through our learning'*

## MARKING AND FEEDBACK POLICY

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning;
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning;
- regular marking enables the teacher to work more in line with pupils individual needs and abilities in order to raise standards.

Who is involved?

- class teachers and teaching assistants will give a range of feedback in a variety of forms;
- pupils will have opportunities to self and peer- assess to improve their own work;
- the Head teacher will monitor effective marking and feedback.

Marking is only effective if:

- it informs both the child and the teacher of what has been achieved and next steps;
- the child has the opportunity to read and respond to the marking;
- it is informing the teacher of any learning needs which can be incorporated into future planning.

It should be noted that marking is most effective in the presence of the child and that effort should be acknowledged alongside achievement.

As good practice, marking and feedback by teachers/teaching assistants should reflect some of the following examples:

- marking should be related directly to the learning intention or success criteria;

- the learning intention will be ticked once if the child has achieved it reasonably well. Two ticks will show that the child has understood it fluently;
- positive comments will be given to move the pupils learning forward;
- verbal feedback will be given more consistently to pupils with ALN and Early Years children which will be acknowledged in books (VF);
- marking symbols will continue to be shared and used with children; (Appendix A) Marking stampers will be used within Foundation Phase
- children will be given opportunities to check and edit their own work using 'Rainbow editing' techniques; (Appendix B)
- children in KS2 will use purple pens to mark written work during peer and self-assessment;
- teachers and teaching assistants will work alongside pupils to model writing;
- when there are opportunities for a 'big write' the left side of children's books will be left for co-crafting and editing.

#### Expectations:

- teacher and teaching assistant's handwriting needs to be legible as a model for the pupil and in green if marking in the presence of the child and in red if not;
- not every incorrect spelling should be corrected but persistent mistakes should be commented on and incorporated into future planning;
- teachers should be conscious of checking the quality of peer and self-assessments made by children;
- supply teachers need to mark and initial all work;

#### Moderation and monitoring:

- this will take place in staff meetings regularly throughout the academic year;
- marking and feedback will be monitored by the Head teacher through book scrutiny and lesson observations.

Policy reviewed in September 2018.

Signed: \_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head teacher) Date: \_\_\_\_\_