

Marking and Feedback Policy

St Gregory's Catholic Primary School



Last reviewed on:

Next review due by:

Introduction

St Gregory's Catholic Primary School aims to provide all children with the opportunity to develop to their full potential in their learning. We aim to do this by:

Raising confidence of all children to encourage them to at least meet age related learning outcomes and to fulfil their social, moral and cultural potential.

Providing the highest standard of feedback and guidance to enable children to move to the next steps in their learning to make progress.

Using marking and feedback to inform planning, ensuring standards of teaching and learning are high so that in turn children become responsible and active learners.

Throughout this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning and feedback experiences either written or verbal that lead to a consistently high level of pupil's progress and learning.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone and that there should be visible signs of improvement due to clear and concise feedback.
2. Marking and feedback should equip children with the knowledge and understanding necessary for them to become independent learners and improve their work.
3. High quality guidance, marking and feedback should result in happy learners so that children can explain and understand what they have done well.

Aims of the Policy

Our aim is to enable our pupils to become resilient, independent, responsible learners who have the confidence, skills and attitude to recognise their achievement in their learning and how to improve. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn.

We strive to ensure that all staff, children, parents/carers and Governors are aware of the aims for Marking and Feedback at St Gregory's. We mark children's work and give feedback and guidance to:

- show that we value their work and encourage them to do the same;
- raise standards of presentation so that children take pride in their work through praise and encouragement;
- give them a clear general picture of their learning journey and their progress;
- correct basic skills specific to their own needs so that guidance and feedback is individual to each child;
- promote self and peer assessment so that children are encouraged to accept guidance from others;
- inform future planning, teaching and learning through ongoing assessment which provides opportunities for staff to raise standards and expectations for children to meet and exceed

The purpose of marking and feedback should be clear and informative for the children. The marking should inform the child of what they have achieved, the elements of the work that could be improved and what to do next. Marking should take place regularly and often, soon after completion or during the lesson itself. For younger pupils, most feedback should be verbal.

Implementation

The title of the piece of work will be highlighted:

Green = completed correctly independently/with a partner

Orange = partially achieved; adult or peer support needed

Pink = working towards the objective

Pink is used to show any errors including spelling, grammatical, punctuation mistakes, and incorrect answers. Pupils from Year 1 onwards self-correct, using purple pen.

Teacher/support staff comments are in green pen. Any modelling of number/letter formation or handwriting should be written with a highlighter.

The following codes are used to show the level of any support that may have been given to the pupil; these are written in green pen:

Code	Level of support
VF	Additional verbal support/feedback
AS	Adult support given to pupil/adult
Supply	Initial of person if not typical adult

Pupils' own marking, including peer marking, should be completed in purple pen.

Next steps and Blue Dot challenges will be given where it is appropriate. Next steps are focused on errors highlighted in pink. Blue Dot challenges are shown by a blue dot and are designed to further develop mastery in a particular area of learning and encourage deeper thinking.

Monitoring and Review

The Principal and Senior Leadership Team will monitor the effectiveness of this policy through the school's monitoring and review cycle. They will report to the Local Governing Board and, if necessary, make recommendations for improvements.

Marking Criteria – Religious Education

This set criteria outlines expectations of the marking and feedback that should be given to pieces of learning in RE. Children should be ensuring that they are reflecting and developing a deeper understanding of their faith whilst ensuring they are using basic skills in RE knowledge throughout all RE lessons and written work. The approach to marking and feedback in RE should be consistent throughout the school.

Teachers will use a combination of **green**, **orange** and **pink** highlighters to communicate written feedback on a child's piece of work.

Title of learning

Green, **orange** and **pink** will be used to highlight the title to indicate a child's level of understanding in line with the Diocesan RE strategy.

Green: This means that the learning has been met and the child has a deeper understanding of the strategy objectives taught – likely to be seen through independent answers to reflection questions and/or independent responses to work set at a higher attaining level. Generally, AT2 and AT3 expectations will be more clear in children's work and their contribution in class discussion.

Orange: This means that the child has a basic understanding of the lesson focus, and their work reflects an awareness of the strategy objectives at an age-related level – possibly with adult guidance or peer support. Teacher judgment for the lesson can also be formed based on class discussion, with the colour **orange** also showing the strength of contributions made during the lesson.

Pink: This means that the child is working towards the lesson focus and needs further support during the next session to develop their understanding of the strategy objectives. The child is likely to have heavily relied upon adult guidance or peer support throughout the lesson, has recorded misconceptions in written work and has had little or no input into class discussion.

Examples in learning

Green means good. These marks are used to evidence examples of the objectives in the title being achieved but can also be used to highlight a child's outward expression of thoughts, feelings, judgements and viewpoints that reflect the Gospel values and Catholic virtues.

Pink means think. These marks are used to indicate a misconception in understanding or the incorrect spelling of RE related vocabulary. Pink Marks will be used to show misconceptions or errors relating to the lesson focus which children will be expected to self-correct (age dependent). Any modelling should be written in **green** pen from the staff member.

Attention should only be drawn to incorrect punctuation or an error with the structure of a sentence when a child is being supported to close gaps in basic literacy skills and this is stated on the year group's SEN Provision Map.

Spelling – RE vocabulary will be highlighted block pink. Children will have to correct the spellings after the task. For those children listed on the year group's SEN Provision Map, further spellings may be addressed.

KS1 pupils may have a structure for their spellings,

e.g. sacrifice **GT** sacrifice s a c r i f i _ _ e

Punctuation – punctuation of words relating to RE must be corrected – particularly capital letters for names, e.g.

OOO jesus god catholic

✎ For those children listed on the year group's SEN Provision Map, missing punctuation will be highlighted pink in the space or highlighted if it is the incorrect use, e.g. didn t.

For those children listed on the year group's SEN Provision Map:

Sentence structure – if a sentence or word does not make sense then it will be underlined, e.g. He took the bread and breaked it. e.g. God saw what he had made and was good.

OO **Handwriting** – if a letter is formed incorrectly or incorrect capital letters are used, the letter will be circled, e.g. looked e.g. uP **GT** p _ _ _ k _ _ _

Unit Markers

Each unit must begin with a unit marker being placed in books. This will inform the children of the expectations for the unit of work and will be a point of reference for self-assessment throughout the course of that unit. It will also be used to help form teacher judgments when completing summative assessments.

Reflections

Reflection questions and discussion topics provide a platform for children to respond to deeper-thinking and open-ended concepts (AT2 & AT3) to express their level of knowledge, understanding and faith. These opportunities should be planned for and will generally link to the lesson focus or title for that lesson. Reflections can be stuck into books before being answered in purple pen.

Catholic Social Teaching

Pupils may be given questions linked to one or more of the Catholic Social Teaching strands.

Marking Criteria – Writing


This set criteria outlines expectations of the marking and feedback that should be given to pieces of writing throughout different areas of the curriculum to check that basic skills of writing are being corrected. Children should be ensuring that they are using their best handwriting, punctuation and spelling when writing in all aspects of the curriculum and the approach to marking and feedback in writing should be consistent throughout the school.

Teachers will use a combination of **green**, **orange** and **pink** highlighters to communicate written feedback on a child's piece of work.

Title of learning

Green, **orange** and **pink** will be used through the lesson focus or title of learning which will indicate a child's level of understanding. Green: This means that the lesson focus has been achieved independently or with a partner. Orange: This means that the child has partly understood the lesson focus and may have needed some adult guidance or peer support. Pink: This means that the child is working towards the lesson focus and needs further support during the next session.

Next steps:

 **Pink means think. Pink marks** will be used to indicate errors which children will be expected to self-correct (age dependent). Any modelling should be written in pink highlighter for handwriting, yellow handwriting for EYFS/KS1 for letter formation or green pen for KS1/KS2 if explanation is needed. Spelling – will be highlighted block pink. Children will have to correct the spellings after the task. KS1 pupils may have a structure for their spellings. Eg **rownd** **NS** **r o _ n d**
Punctuation – missing punctuation will be highlighted pink in the space or highlighted if it is the incorrect use. Eg. **didn t**
Sentence structure_ - if a sentence or word does not make sense then it will be underlined.
Eg. **The horse runned around the field.**
Eg. King Titan was extremely happy his children.

Handwriting – If a letter is formed incorrectly or incorrect capital letters are used, the letter will be circled. Eg. looked **Eg.** uP **GT** p ___ k ___

Blue Dot Activities:

These indicate a challenge or 'step-up' question for a child. A child may be given a blue dot challenge when the teacher has considered that they have full mastery of the concept in a particular area/skill and can attempt a more challenging question/activity. This can be based on spelling, grammar or comprehension and does not necessarily have to be directly linked to the learning in the lesson. Blue dot activities can be undertaken during the lesson or before the commencement of the next lesson.

Marking Criteria – Mathematics

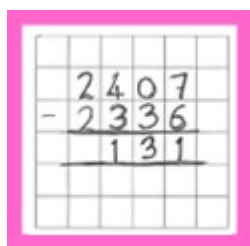
This set criteria outlines expectations of the marking and feedback that should be given to pieces of learning in Maths. Children should be ensuring that they are reflecting on basic Maths skills including number formation in all pieces of Maths learning. The approach to marking and feedback in Maths should be consistent throughout the school.

Teachers will use a combination of **green**, **orange** and **pink** highlighters to communicate written feedback on a child's piece of work.

Title of learning activity

Green, **orange** and **pink** marks can be placed through an incorrect answer, down a margin line, on or around particular integers, or straight through the lesson focus or title of the learning. Green: stands for good. This means that the section is correct and has been achieved independently or with a partner if the task permits. Orange: This means that a section has been tried well but there may be a slight error in thinking or calculating which has caused the wrong answer but does not show a lack of understanding in computation. Pink: means think. This is used to indicate an incorrect answer, incorrect steps undertaken or, lack of understanding when calculating.

Next steps:



When a child has not achieved enough to satisfy mastery for their ability, a Next Steps task can be set by the teacher to provide more evidence for the teacher, or to consolidate the child's understanding. This will be indicated by:

a **pink box** around a question that the child has got incorrect. A **pink box** around the question means that the child must attempt this question again before the commencement of the next lesson. Teachers can facilitate the task by writing 'tips' or 'hints' or it can be left up to the child to try to work it out again for themselves.



Blue Dot Activities:

These indicate a challenge or 'step-up' question for a child. A child may be given a blue dot challenge when the teacher has deemed that they have full mastery of the concept in a particular area/skill and can attempt a more challenging question/activity based around the same mathematical skill. Blue dot activities can be undertaken during the lesson or before the commencement of the next lesson.