

**St Francis Xavier Catholic Primary School**



# **Feedback and Marking Policy**

**2021 - 2022**

'I can do all this through him who gives me strength.'

*Philippians 4: 13*

# Introduction

At St Francis Xavier Catholic Primary School, we believe that high quality and consistent marking enables the children to see the progress they have made and clearly shows how to move their learning forward.

## 1. Aims:

We mark children's learning and offer feedback in order to:

- praise children for achieving their effort and performance;
- give a clear picture of how far they have come in their learning;
- provide next steps;
- encourage peer and self-assessment;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- inform future lesson-planning.

## 2. Principles of marking and feedback:

- the process of marking and offering feedback should be a positive one;
- the marking should always be against the lesson's learning outcome;
- where met, individual learning targets are acknowledged;
- comments should be appropriate to the age and ability of the child;
- children should be encouraged to self and peer assess;
- the best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed (live/verbal).

## 3. General Guidance to teachers

### Assessment and feedback during the Lesson

- All pieces of learning will contain the date (numerals for ALL subjects, except English) – a date in Roman numerals may be used in appropriate classes for Mathematics (Y4-6). Pupils with SEND may need support with this.
- Children will write a title of limited words (4 maximum) that reflects the objective. The intention here is that if the teacher has planned the lesson, the objective is known by the teacher, the demonstration of the target being met will be in learning outcomes NOT titles written.
- The learning objective will be written in the form of a question, 'Can I..?'
- If children have worked with the teacher or an LSA/LSP they will put an **S** next to the title.
- The teacher will discuss the progress towards the 'Can I...?'(learning objective) during the lesson and address any misconceptions.

- Verbal feedback will be limited to one or two words and labelled V.
- Self-assessment: The children will be encouraged to assess their learning against the learning, which may be as part of the plenary, which can take place at any point in the lesson.
- Peer Assessment: When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.




### Assessment & Feedback after the lesson


- The teacher will mark against the 'Can I...?' title.
- Written comments should be neat, legible and written in any colour. The teacher should mark learning prior to the next lesson.
- All correct answers in response to the learning objective will be highlighted in green (horizontal, or vertical – for longer pieces – lines, NEVER diagonal, for longer successful pieces).
- A spelling mistake is indicated with **sp** next to it and to be written correctly by the child three times, under the learning.
- Children are given time each lesson to read and respond to marking.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective;
- if it is a spelling/high frequency word or phoneme that all pupils should know;
- spellings are to be corrected at the end of a piece of learning in (maximum of 3 per piece of learning);
- if it is related to the child's target;
- if it relates to technical/ key vocabulary.

### Symbols and Abbreviations:

Symbol	Meaning
S	Worked with the teacher/support staff supporting
	Correct answer. Well done!
	Incorrect answer. Please check.
^	Missing word/letter
sp	Please correct this spelling
	New sentence

	New paragraph
<b>EP</b>	Excellent progress
<b>GP</b>	Good progress
<b>SP</b>	Satisfactory progress
<b>See me/Pit Stop</b>	This is when you may need support with some of your learning
<b>V</b>	Verbal feedback given
<b>PA</b>	Peer assessed
<b>SA</b>	Self assessed

### Specific guidelines for marking all subjects except for Mathematics

- An extended piece of writing is be marked by highlighting the 3 best examples of where the learning objective has been met that day in green.
- The teacher should read through the whole piece before selecting these.
- An area for development will be highlighted in pink. This will be linked to where a success criterion has not been met, or where further improvement is possible.
- Next steps marking in writing will be given as and when necessary, which may be after extended pieces are written either in English or another curriculum area.
- The comment will provide a short task aimed at improving the area identified in pink. The children will be expected to respond to this comment at the beginning of the next lesson.
- Teachers will encourage the children to check that their writing meets the set during mini-plenaries within a session or at the end as a form of reflection and self-evaluation.

### 5. Specific guidelines for Mathematics

- Children may be asked to self or peer-assess during or at the end of some lessons. They will mark by putting a tick or a cross.
- Where appropriate (Year 2 upwards usually) will also comment on their learning with a reflection: 'I can..., next I need to...'
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- Where appropriate (Year 2 upwards usually) will also comment on their learning with a reflection: 'I can..., next I need to...'
- To address misconceptions in learning (where there may be many errors/pink dots) a Pit Stop activity will follow, or if a large number of pupils make many errors, it will be addressed in future lessons.

## **6. Conclusion:**

This policy's principles and practice have been agreed by the staff of St Francis Xavier's and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.