



**ST CHRISTOPHER PRIMARY SCHOOL**  
**FEEDBACK AND MARKING POLICY**

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Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning.

## 2. Principles

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Be seen by pupils as useful and positive
- Inform future planning/targets...this can be shown on annotated plans.
- Be accessible and inclusive
- Be responded to

Within our written feedback, there will be no need for next steps marking as staff will use this to inform the next teaching session. There is an expectation that the beginning of every lesson is used to refer back to previous learning and that time is given for children to respond to feedback.

## 3. Key characteristics of Assessment for Learning

### Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objective (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning Objective in different ways so that it does not lose its significance. **The learning objective should focus upon the learning not activities. Helpful learning objectives stems include 'to know' and 'to be able to'.**

For example:

- LO: to identify different fractions.**
- LO: to use full stops correctly.**
- LO: to know how a timeline is made.**

As children become older and are more able to write the LO without this hindering the lesson, the objective can become more specific.

For example:

- LO: to use column addition.**

**NB: Please note full stops are at the end of the LO to model good examples.**

## Steps to Success

Teachers may use Steps to Success. STS can sometimes achieve the LO and can help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the STS. We recognise that when children are involved in generating the STS they have more ownership of it. Therefore there will be times when the children will be fully involved in generating the STS.

**NOTES:**

- Steps to Success should only be shared if it is going to add to the learning in the lesson
- If Steps to Success are used this could be referring back to previous learning (e.g a method in maths or “last time we looked a non chronological reports – what were the features?”)
- On occasions Steps to Success may be limited to the guided groups and may be different from the whole class focus.

Steps to Success focus on the process or product and we recognise the difference in certain subjects. The steps should help pupils achieve the objective.

If using STS teachers are expected to share or create the Steps to Success at an appropriate stage within the teaching or as part of a guided group. This will be displayed in some way so that pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils.

The majority of Steps to Success in maths are focused on the *process*.

**For example:**

Year 5

**Steps to success**

1. Read the number sentence.  
*What is it asking us to do?*
2. Record and build your biggest number.  
*Will you use diennes, jottings or your head?*
3. Read the second number and take way the ones.  
*Do you need to steal from the tens?*
4. Take away the tens.  
*How many do you have left?*

Year 6

**Steps to success:**

1. Ask: are my denominators **the same?**
2. Find a **common denominator**
3. Make your **equivalent fractions**
4. Compare your **numerators** and decide on = < or >

In English and the majority of other subjects the Steps to Success are largely based upon the *product*. **For example:**

Tuesday 3rd May
<b>A Balanced Discussion</b>
<b>Why? So we can argue points for and against something in a convincing way.</b>
<b>How? Discuss the issue 'Children should not have access to the internet'.</b>
<b>Steps to Success</b>
<b>Introduction:</b> Explain the statement and what you'll be discussing today.
Give reasons <b>agreeing</b> with the statement.
Give reasons <b>disagreeing</b> with the statement.
Use several of these openers : For example, <b>Despite this, However, On the other hand, Additionally.</b>
<b>Conclusion:</b> Give a short summary of each side and then give your point of view and what you believe. Try to use: In conclusion... To summarise...

Steps to Success should link to the appropriate Standard sheet for that group of children. Displays around the teaching environment can also be used to show regular steps to success so that these can be referred to often. E.g. Working Wall

## Questioning

We value the importance of questioning and our key purpose is to develop learning and extend thinking. Key questions including prompting, promoting and probing are used. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive.

Teachers' use a variety of ways to involve children in the lesson and do not solely rely on hands up e.g. lollipop sticks for random selection, apps or software that select pupils at random.

## Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes during the lesson.

The following are a number of ways feedback can be given:

- **Verbal:**

*Most immediate and interactive form of feedback*

*Focus on being constructive and informative*

*Can be direct or indirect (targeted or not)*

*Whole class/group eg: when marking one piece of work or shared at the start of the lesson*

**For example:** Teaching staff may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work.) of the learning in the last lesson. Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson. Staff may address individuals eg; Johnny! You did really well with using punctuation yesterday....can you keep this up?

- **Self and Peer Assessment**

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate. Any self or peer assessment will be completed in a coloured pencil.

## Marking



As often as possible teaching staff will check work for learning alongside pupils.

**When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking.**

We recognise that it is difficult for working at lower levels pupils to read and respond so KS1 are expected to build in more time for verbal feedback for example at the start of the lesson or during guided groups.

Highlighters will be used. **Yellow for Yippee** and **Pink for Think**.

Year One staff will begin to train the pupils when they feel that it is appropriate

• <b>Theme/ Science and English</b>	• <b>Maths</b>	• <b>Extended Writing</b>
<ul style="list-style-type: none"> <li>• LO to be hi-lighted in yellow if the child has achieved the objective of lesson either during activities or shown in their written work.</li> <li>• <b>No more than 3</b> Yellow and 3 Pink elements to be hi-lighted</li> <li>• Yellow elements will be items which either show exceptional understanding of the subject or application of wider curriculum (eg correct use of a complex sentence)</li> <li>• Pink elements will include high frequency spellings, English inaccuracies or key facts from the curriculum . <b>Pinks must be able to be responded to by a child without further input.</b></li> <li>• Work which is a closed task eg several sentences where the children have had to underline the adverbs, should be marked with a ✓ or a X.</li> <li>• P system to be used on all work</li> <li>• Spellings will be hi-lighted in Pink with SP written above in green/orange. Children will be expected to find the correct spelling of this and write it once in their book and also add to their spelling log book.</li> </ul>	<ul style="list-style-type: none"> <li>• LO to be hi-lighted in yellow if the child has achieved the objective of lesson either during activities or shown in their written work.</li> <li>• Should be marked with a ✓ or a X. If x become more than three in a row, stop marking and use the </li> <li>• Pink for think 1 example if it's a correction not re-teaching</li> <li>• P system to be used on all pieces of work</li> </ul>	<ul style="list-style-type: none"> <li>• LO to be replaced by text type title eg: Text Type: Letter (Yr 1 to be more specific at the beginning of the year eg to use full stops.)</li> <li>• A <b>minimum</b> of 3 Yellow and 3 Pinks to be hi-lighted in a piece of extended writing.</li> <li>• Yippee yellows will be linked to the Steps to Success</li> <li>• Think Pinks should refer to previously taught aspects which the children should know and include</li> <li>• Spellings will be hi-lighted in Pink. Children will be expected to find the correct spelling of this and write it once in their book and also add to their spelling log book. The adult will <b>not</b> write the correct spelling.</li> <li>• At least four pieces of sustained writing will be completed per half term.</li> <li>• P system to be used on all pieces of work</li> <li>• Staff will <b>not</b> make a written comment at the end of the piece.</li> <li>• Major misconceptions will use the </li> </ul>

All work marked by a member of staff should be in **green** if work is in pencil. If the work is in pen, then **orange** will be used.

**KS2 pupils will either initial Pink for Think or respond to marking in a coloured pencil.** Teachers should ensure that time is given for this and should employ their own system for how this is managed. **It is critical that Teachers explain the system and maintain it.**

We recognise the importance of whiteboard work and jottings, which are an essential part of some lessons. In order to ensure that this work is not simply lost, where it is relevant teachers will provide Maths and English jotters. Within these pupils can respond without constraints of a presentation policy. Work in jotters will not be marked but may be used for AfL.

#### 4. Rewards

Teachers can establish their own extra reward systems appropriate to the age and needs of the children in their class, e.g. stickers, smiley faces, certificates etc

#### 5. Presentation

All written work marked will be allocated a P appropriate to the level of presentation observed. Handwriting will follow the school policy.

**Rubbers are not permitted, as pupils must not be afraid of making mistakes. Teachers also need to see mistakes to aid AfL.**

**The only time a rubber should be used is in the correction of a diagram or drawing.**

#### **KS1 / Children working at a lower level**

Short date

LO- apart from Extended Writing

Title (where appropriate)

Start in the right place

Sharpen your pencil

Write neatly

One line to be drawn through any mistake (in pencil)

#### **KS2**

Date (short date for Maths, long date for all other lessons)

LO-apart from extended writing

Title (where appropriate)

Underline with a ruler

Use a sharp pencil or school pen

Write using your best handwriting (in line with the school handwriting policy)

One line to be drawn, with a ruler, through any mistake in pencil.

**NB: Felt Tips are not permitted in books. Work should not be stapled into books.**

#### 6. Homework




Homework is set on a weekly basis. Tasks set are open ended and focused upon the children learning independently. Feedback on homework is verbal and there is an allocated time in the weekly timetable for teachers and children to feedback and share work completed. The expectation is that Teachers lead this homework session on a regular basis. Homework is reported on in mid-term reports and end of year reports.

#### 7. Jigsaw

Jigsaw will not be marked as the lessons predominantly deal with children's thoughts and feelings.

8. Agreed symbols will be used for the marking of work.

### **Marking Symbols**

- ✓ - Teacher has seen the work/work is correct
- X - Incorrect work  
(If many mistakes then come and see me sign)
- P\* - Work presented of outstanding quality
- P - Work presented to a good standard
-  - Warning about unacceptable presentation
-  - Unacceptable presentation, work to be repeated with Senior T.
-  - Come and talk to me about your work (symbol drawn near error)
- SP - Incorrect spelling
- S - Work completed with some support from an adult
- G - Guided work. Heavily supported.
- ST - Marked/Unmarked by a supply teacher. Marked in black ink.

**PPA cover: Will initial marking and follow the rest of policy if working in the same book as the regular class teacher.**

Year one will begin to introduce this to year one pupils when appropriate but will be embedded by the end of the Summer term.

**NB: Across the school, staff will not Pink any more than three spelling mistakes and high frequency words take priority.**

**In using the P system, staff will mark against each child's own ability but raise the child's expected standard as the teaching of handwriting progresses.**

**Should any supply teacher not mark a child's work, staff will simply write ST at the bottom of the piece and inform the HT or DHT.**

### **Marking Handwriting**

**The teaching of handwriting is either blocked within the timetable or taught within more frequent, regular slots, depending on the age of the children. The lessons are guided by the teacher who predominantly models formation of letters for a large part of the lesson. Pupils will then repeat this by forming the same letters and then practising. Ideally corrections and feedback will take place within the lesson with persistent errors in formation being addressed. All work will have a tick and use of the P system.**