

St. James CE Primary School



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Feedback and Marking Policy

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

Feedback & Marking Policy

Rationale

At St. James CE Primary School we believe that the most effective way of helping children to progress is to offer excellent teaching and robust feedback on their learning. Feedback can be given in a variety of ways. These include both written and verbal feedback, given by the teacher or another member of staff, or where appropriate, their peers. This policy aims to assist staff and parents/carers in understanding how we can best communicate to children how well they are doing and how they can improve further.

As a Church of England School, marking and feedback reflects our core Vision and Values and serves to further promote our Christian foundation, helping all children flourish in their own unique way, as quoted in our vision. We believe that all children's work is valuable and should be treated with respect. Marking is to be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

Teacher Responsibilities

The teacher will ensure that the Learning objective and Success Criteria of the lesson / task is known and shared with the children in each lesson. This is to support the progress of all pupils, giving them a clear understanding of what they are learning and the expected outcomes. This will also be evident at the top of each new piece of learning below the date. For all subjects the date will be written out in full, but when work has been continued (e.g English books) and in maths the numerical date should be used.

Teachers' marking should always take into account the expected learning outcomes as shown in the learning objective and success criteria. However, teachers must have due regard to basic skills across the curriculum, such as spelling or grammar, and therefore must not ignore errors that inhibit the child from moving their learning forward.

At St. James CE Primary School, we recognise the importance of monitoring teacher workload to best support their mental health and well-being. With this in mind we do not expect teachers to mark every element of a child's work. However, all written learning, including home-learning, must be acknowledged. This can be done through using a simple tick to show a child has done something well, a dot to show if a child needs to correct something within their work and an initial to indicate the support or no support a child was given with that piece of work.

In addition, at least one piece of in-depth marking is expected within Religious Education, English and Science. Within Maths teachers are expected to check calculations and reasoning are correct.

Teachers are aware that any marking should be effective and provide a record of progress. Marking therefore should give children feedback about strengths and weaknesses in their work, reward and encourage effort and progress, identify

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individual children and groups who need specific help. Marking should also inform future planning.

Marking Symbols

GREEN pen is always used by adults when books are marked.

In our school we use the following symbols:

These need to be circled- T =Teacher support I = Independent Learning VF = Verbal Feedback G = Group Work with adult ST = Supply Teacher	✓ =to show that something is correct ✓ =next to LO partially met ✓✓ = show LO met in specific areas within their work and next to LO Sp = Spelling- to check spellings Δ = punctuation error N/S - next step for extended pieces and when it lends itself
LSA- if an LSA has worked with a small group they need to stamp that piece of work and the teacher needs to check over.	
In Mathematics , the following symbols are also used to determine when an answer is incorrect or has been corrected by the child: <ul style="list-style-type: none">• = Try again as answer is incorrect✓ = Correct	

In addition, when children are given the opportunity for self/peer assessment they use a **purple pen** to tick, dot or give a positive comment.

Extended Writing in English and across all subjects

Marking symbols and **GREEN** pen is used as standard practise when marking. In addition to this, extended pieces of writing in English and other subjects need to include the highlighting of strengths in **PINK (tickled pink)**. These strengths should be linked to the genre checklist.

Next steps need to always be included when marking extended writing. This makes children aware that they must review, correct or edit the identified aspect of their work and children will respond to this in **PURPLE** pen.

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Early Years Foundation Stage

Although there are many similarities with coding and marking in Key Stage 1 and Key stage 2, in Early Years there are also some differences. Books are set out as follows (for adult led activities):

In English books the date is shown as week beginning (Monday 7th November 2022) underneath the date is the LO. This is the **learning objective** for the adult led activity. The LO will be related to an activity supporting the children to work towards achieving the **ELG** – Early Learning Goal. In addition, we use tapestry to record a child's unique learning journey through the ELG. Within this the Characteristics of Effective Learning are documented.

Marking – In line with the rest of the school the adult marks by using a **GREEN** pen, codes the relevant support given (T, I, VF, G, ST) and a comment if relevant. For each piece of work the class teacher will stick a sticker that has the seven areas of EYFS and tick accordingly.

This policy is not exclusive, but a guide to ensure greater consistency across the school plus greater clarity for all involved with marking and feedback: children, staff and parents/carers.

It is a document which will be amended to ensure best practice whilst ensuring a manageable work load for teachers.

Evaluation/Review

This policy is reviewed regularly by the Senior Leadership Team and ratified every two years by the Governing Body.

Updated – November 2022

Review Date - November 2023