



St Luke's CE Primary School **Marking and Feedback Policy**

Reviewed by Curriculum and Achievement Committee Meeting, October 2024
To be approved by Full Governors, November 2024
To be next reviewed November 2026

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This policy should be read in conjunction with Our Marking Symbol, Guidance for Marking policy and the Dyslexia Friendly Statement

1 Introduction

At St Luke's School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age and individual need of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims

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

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;(next steps for learning)
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that informs our future lesson-planning.

3 Principles of marking and feedback

- 3.1** We should never underestimate the value and impact of high quality VERBAL feedback.
- 3.2** The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 3.3** The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.
- 3.4** The child must be able to read and respond to the comments made, and be given time to do so (at St Luke's this is called MRI time- Marking to Reflect and Improve). Where

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the child is not able to read and respond in the usual way, other arrangements for verbal communication must be made.

- 3.5** Comments should be appropriate to the age, ability and individual learning need of the child, and may vary across year groups and key stages.
- 3.6** Comments will focus on only one or two key areas for improvement at any one time. (Stars and Next steps where success criteria are not being used)
- 3.7** Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
The consistent use of strategies such as 'RAG' rating, thumbs up and peer assessment/markings ensure that children's self assessment is valued by staff.
- 3.8** Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- 3.9** The marking system is constructive and formative. The system identifies the key point achieved and one targeted next step for future work.
- 3.10** For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.11** Feedback may also be given by a teaching assistant, or through peer review.
- 3.12** Feedback is also provided through plenaries and in group sessions.
- 3.13** Feedback can identify a child's key learning difficulties.
- 3.14** Errors that were made by many children should not be the subject of individual comments, but should be reflected in planning and TP (Teaching Point) noted in a child's book.
- 3.15** Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- 3.16** See the attached mark scheme for our symbols

4 General advice to teachers

- 4.1** The main objective of marking and feedback is to help children learn, not to find fault. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2** A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

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- 4.3** The school has explicit rules that apply to presentation of work (DUMTUMS – *date, underline, miss a line, title, underline, miss a line, start!*) and teachers will always reinforce this where these rules have not been followed.
- 4.4** In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good-quality presentation in the subject is like. This is age and stage appropriate.
- 4.5** The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.6** In order to encourage a positive response, feedback must always be phrased as a constructive statement on how to improve.
- 4.7** The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- 4.8** Teachers may choose to mark by comment only.
- 4.9** Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example an 'sp' next to a spelling mistake (see attached - Marking symbols).
- 4.10** Wherever possible, teachers should establish direct links between verbal or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.11** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions in MRI activity which will be explicitly taught depending on age and stage.
- 4.12** When appropriate, children may evaluate their own or another child's work, but the teacher must always review this.
- 4.13** Children should be encouraged to edit and improve their work ahead of final marking. At St Luke's pupils complete this in red pen, to demonstrate their abilities to reflect and improve. These remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.14** In addition, the children will indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

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- 4.15** Occasional personal conferencing offers a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

5 Monitoring and review

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. Monitoring will take the form of termly book scrutiny. We will therefore review this policy in two years, or earlier if necessary.

Fiona Govan
October 2024

GUIDANCE FOR THE MARKING AND FEEDBACK POLICY

Grammar

Children may mark as part of lesson.

Teacher is to tick objective/title if it has been met.

If objective is not met, teacher or pupil will write TP as misconception is addressed.

Reading Journal

Children may mark as part of lesson.

Teacher is to tick objective/title if it has been met.

If objective is not met, teacher or pupil will write TP as misconception is addressed.

Maths

Children may mark as part of lesson.

Teacher is to tick objective/title in their journal/workbook if it has been met.

If objective is not met, teacher or pupil will write TP as misconception is addressed.

Spelling Lesson (RWI)

Children will mark as part of lesson.

Extended writing

- Success criteria printed for books (maximum of three): Reviewed using SNOT (self, neighbour/other, teacher): Y3 tick or dot; Y4/5/6 use RAG
- Time is allowed for editing. From summer Y3 pupils write on alternate lines to allow for self-editing/improving and teaching points.
- Pupils red pen.
- Teachers green pen.

Spellings (once piece has been edited):

- Teacher is to highlight (any colour) up to three misspelt high frequency words and write them correctly at the bottom of the piece.
- Children are to then write these into their log books (from Y4 summer term).
- Younger children are to write them three times alongside.
- Misspelt adventurous vocabulary will be identified by a wiggly line (maximum of three) and correctly written above by the teacher. The child will then write these into their log books if they do not have three highlighted spellings.
- As teachers support writing during a lesson, if they see a misspelt HFW they may address it there and then with the child, noting TP in the margin and correcting the word in green pen
- If a child has a one-to-one writing conference, the teacher will record the areas for improvement in the child's book as a comment, including composition, spelling, grammar, handwriting as appropriate

SHORTER WRITING IN OTHER SUBJECTS

A tick where the LO is achieved, TP where it is not, and a celebratory comment. (In Latin, the celebratory comment will be written using Latin).

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DISPLAY

Written work for the wall in a corridor/public space (Y3-Y6). This should be neat, final copy and will not be marked. It may be a sample paragraph and if it is longer it should be enlarged to enable it to be read easily by others.

Work for display in the classroom may be marked as many class displays are working walls.

CLARIFICATION OF MARKING SYMBOLS

TP (teaching point) can be written by a group of pupils themselves when they have worked with an adult during or after a lesson

Green tick next to the learning objective at the top of the piece of work says it has been met. If the LO has not been achieved a TP comment is given or a common misconception is addressed in the next lesson.

All comments in a child's book will be written in green pen using St Luke's printed/joined writing depending on the age and stage of the pupil.

MRI time (Marking to reflect and Improve) - is where marking will be returned to enable pupils to reflect and improve on their work.

Our Marking Symbols

- ✓ **this is correct**
(next to LO where written response other than writing for a purpose)
- **this is incorrect**
- FG an adult helped**
(written alongside TP where it is not the teacher or where two teachers share a class)
- R number or letter reversal (write it 3 times)**
Here the teacher will write it once
- // a paragraph begins here**
(age, stage and task appropriate)
- ICT pupils will circle the ones used**
when this has been an option – ie to work independently, collaboratively or with a teacher/TA)
- RAG pupils will show their feelings**
by either writing or colour spotting next to the date -
red: I don't really understand – extra teaching needed
amber: some understanding – consolidation needed
green: I've got it!
- TP teaching point (KS2)**
This issue has been or will be addressed with the child(ren).

These symbols will be used in addition to high quality verbal feedback.