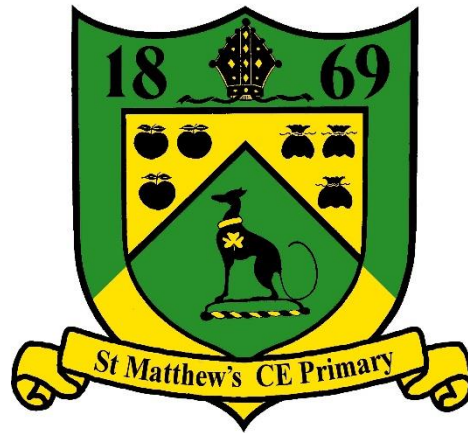


St Matthew's C.E. Primary School



Policy for

Feedback and Marking

*'That the man of God may be competent, equipped
for every good work.'*

Timothy 3:17

Review date Spring 2025

Respect, Faith, Friendship, Achievement

Overall Aims for Feedback and Marking

- All feedback and marking is designed to ensure that children make the best possible progress because it is specific and children are clear about how and where they can make improvements.
- There will be a range of ways throughout the school but it will be progressive and teachers and parents will be able to see how this is supporting learning.
- The process of feedback and marking is a positive way of encouraging children to be involved in their learning

Guidelines.

1. Feedback to children by adults should be – Kind-Specific- Helpful.
2. Feedback to children by children should be – Kind- Specific- Helpful.
3. In Reception most feedback will be verbal but purple and green pens will be introduced in the summer term for some children.
4. Where feedback is verbal the symbols listed will be used on children's work.
5. In Ks1 there will be a range of verbal and written comments. They will be taught to respond to purple pen.
6. In KS2 children should be trained to look for feedback and respond to it. This will have been introduced in Year two and as they write more should expect to take ownership of editing their work.
7. Children will be trained via whole class and group marking to identify their successes and improvement needs.
8. Children should be able to recognise where mistakes have been made but marking must also highlight progress and achievement.
9. **Time must be planned in for children to respond to feedback.**
10. Books must **always** be marked regularly in order for children to know how their learning is progressing. This will be flexible depending on the task and the outcome. Focus on groups of different children each day is a manageable way and efficient way of marking.
11. Marking should always motivate and inspire whilst making explicit expectation and required standards.
12. Recognise any success against the learning aim or effort in learning.
13. Teachers should write neatly and using cursive handwriting as a model to children.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect, fundamental to the ethos of St Matthew's.

Written Commentary to improve work and challenge the children

Use of symbols/ pens throughout the school.

1. Feedback marking will ALWAYS be written in **PURPLE** pen.
2. Any responses, peer marking and editing by the child must be completed in **green** pen.
3. Teachers will use black pen for other feedback or comments.

Annotations for children's books or work

- I** Individual independent work where teaching input has been minimal
- S** Work where the teacher has had further input other than whole class teaching
- G** The child has worked in a guided group.
- P** Paired work
- PA** Peer assessed work
- VF** means verbal feedback at this point was given or during lesson.

✓ **Initials** Placed at the 'end' of the work; work has been seen and assessed by an adult if not the class teacher.

The marking of spelling, punctuation and grammar

Highlighters to be used as detailed:

Pink - Punctuation or grammar correction needed

Blue - Denotes high frequency words or given words (eg. Topic words) have been spelt incorrectly.