



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

**Updated: February 2022**

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### **Appendix:**

Images for good examples from Year 2, Year 3 and Year 6

Links to Teaching and Learning Blog ([www.consideringlearning.co.uk](http://www.consideringlearning.co.uk))

## 1. **Rationale**

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
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to LO and success criteria
- Be responded to

## 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:**

**To identify different fractions.  
To use full stops correctly.  
To know how a timeline is made.**

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

## Steps to Success (Success Criteria)

Developing a Success Criteria to achieve the LO will 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 SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore there will be times when the children will be fully involved in generating the SC.

Success Criteria at St Christopher is referred to as **Steps to Success** and this will be shared in the majority of lessons.

### NOTES:

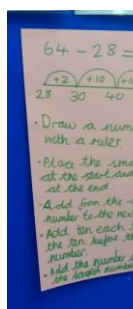
- Steps to Success should only be shared if it is going to add to the learning in the lesson
- If too Steps to Success are used this could be referring back to previous learning (e.g a method in maths or “last time we looked at non-chronological reports – what were the features?”)
- On occasions Steps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

Success Criteria focuses on the process or product and we recognise the difference in certain subjects. The criteria should help pupils achieve the objective. ofh

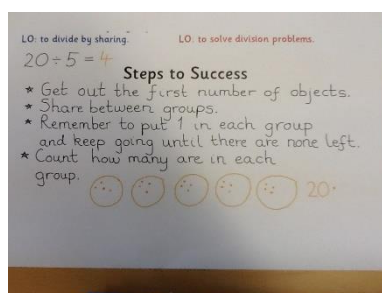
Teachers are expected to share or create the Steps to Success at an appropriate stage within the teaching or as part of a guided group. Ideally this will be displayed in some way so that pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils. Very occasionally Steps to Success may appear in books but this is not expected on a regular basis as it can affect productivity within the session.

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

**For example:**

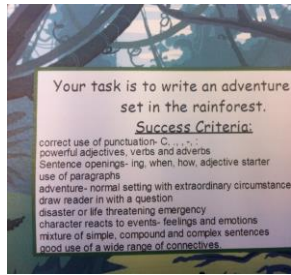


Year 4



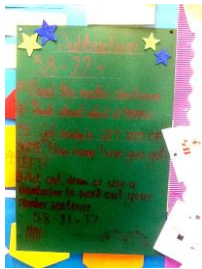
Year 2

In English and the majority of other subjects the Success Criteria are largely based upon the *product*. **For Example:**



Year 6

Displays around the teaching environment can also be used to show regular steps to success so that these can be referred to often. **For example:**



Year 3



**More examples of Steps to Success can be found on the Learning Blog:  
[www.consideringlearning.wordpress.com/steps-to-success](http://www.consideringlearning.wordpress.com/steps-to-success)**

### **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.

For practical examples to go: **[www.consideringlearning.wordpress.com/questions](http://www.consideringlearning.wordpress.com/questions)**

### **Feedback**

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. 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.

NOTE:

It would be appropriate to write in reference to the productivity.  
This is not your best work / usual standard. It does not show how well I know you can do! You need to write another paragraph.

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**

***Marking is only of value if comments are read and responded to.***

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

Year One staff will begin to train the pupils during the summer term.

Year Two will embed this and begin to train pupils to read and respond as they become better readers.

**KS2 pupils will either initial comments or respond to marking.** 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.**

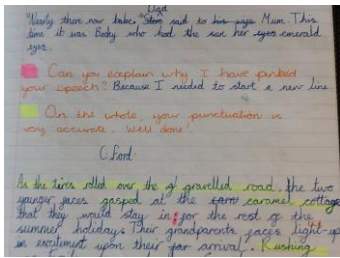
All work marked by a member of staff should be in **green** if work is in pencil. If the work is in pen then **orange** will be used. Comments should model our handwriting policy.

**Staff should use their professional knowledge when marking and mark in depth whenever needed to move the learning on.**

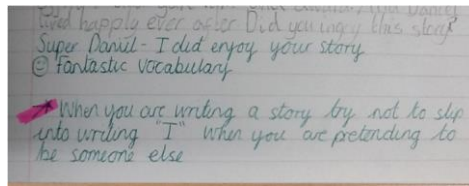
At least two pieces of sustained writing will be levelled per half term. The writing will be marked against the criterion scale (using the same sheet so that staff, pupils and parents can see a clear picture) and these levelled writes require in depth marking according to this policy.

Highlighters will be used. **Yellow for Yippee** and **Pink for Think**. Yellow should be mostly used where the child has **written the best aspects against the LO and Steps to Success**. This doesn't mean that every good example is highlighted yellow and every development is

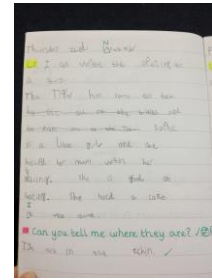
highlighted pink as it will devalue the effectiveness. The LO of the Learning Objective should be highlighted Yellow if achieved and not highlighted at all if not achieved.



Year 6



Year 3



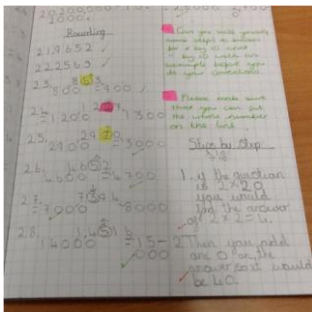
Year 2

For example of effective marking go to:  
[www.consideringlearning.wordpress.com/effective-marking](http://www.consideringlearning.wordpress.com/effective-marking)

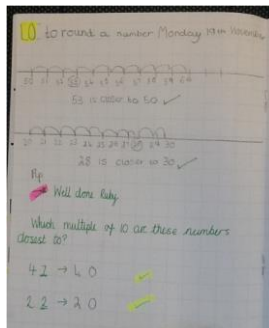
**Maths:**

Maths and other closed tasks should be marked with a tick or x. Teachers should limit the amount of x and find an alternative response if many responses are incorrect. Pupils should be encouraged to leave incorrect answers, so they can learn from them.

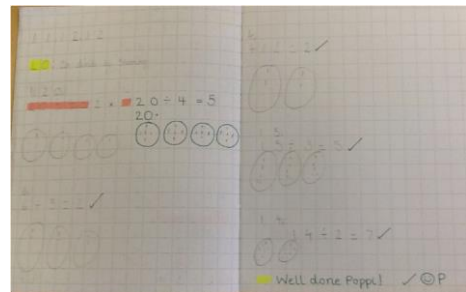
Some calculations or sentences that need correcting should be pulled into a response and highlighted pink.



Year 6



Year 3



Year 2

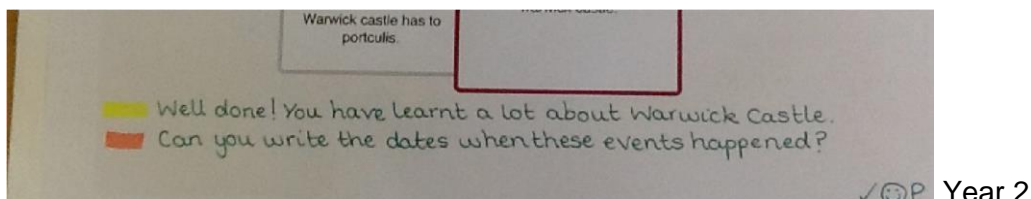
**English and other subjects where appropriate**

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

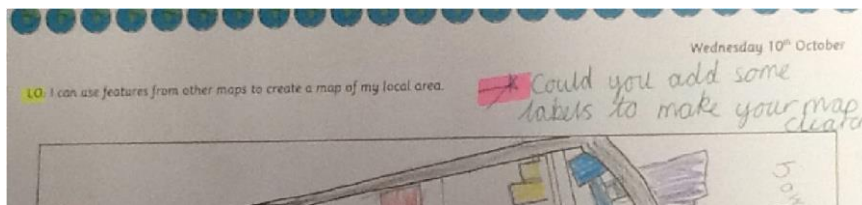
Yellow should be used where the child has written the best aspects against the LO and Steps to Success.

Pink should be used where pupils need to think.

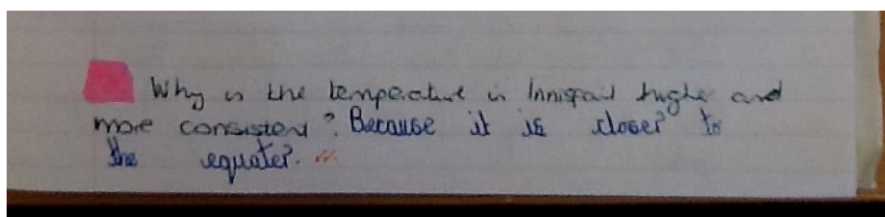
In Foundation subjects marking will focus on the basic skills of the lesson as well as on basic writing skills.



Year 2



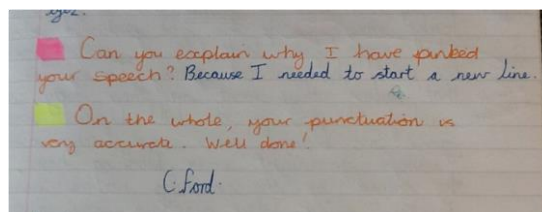
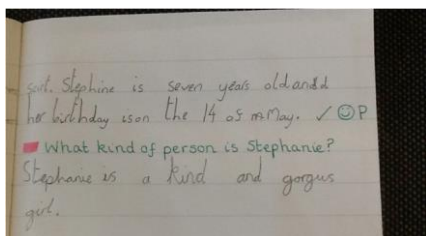
Year 3



Year 6

A highlighted pink block should be used to indicate the closing the gap comment (next step)

**Examples:**



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. With in 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. stamps, 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**

Date

LO

Title (where appropriate)

Start in the right place

Sharpen your pencil

Write neatly

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

**KS2**

Write your name if needed

Date

LO

Title as appropriate

Present your work as requested by teacher

Underline with a ruler

Draw a margin on lined paper, squared paper and in books with no margin

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. Homework is reported on in termly reports and end of year reports.

**7. 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 dots.....or come and see me sign)
- ^ - Word missing.
- 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)

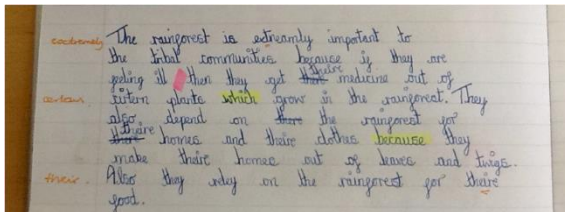
S - Work completed with some support from an adult

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.**

Double underline word - Incorrect spelling. Teacher double underlines the part of the word that is spelt incorrectly and writes out correct spelling above the word or in the margin.



Year 6

**Work highlighted in yellow** Yellow for Yippee! This identifies where the pupils has achieved positively against the LO/Steps To Success.

**Work highlighted in pink** Pink for Think! This identifies a closing the gap prompt where further thinking/action is required. This can occur as a reminder or scaffold prompt.

YEAR ONE WILL BEGIN TO INTRODUCE THIS TO YEAR ONE PUPILS IN THE SUMMER TERM LIMITING THE AMOUNT OF HIGHLIGHTING. YEAR TWO WILL BUILD ON THIS AND EMBED.

**NB: Across the school, staff will use their professional judgement in correcting the number of spelling mistakes but should always correct high frequency words. In using the P system, staff will mark against each child's own ability. 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 for thirty minutes or taught within ten minute 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 marking and feedback will take place within the lesson. Marking will not be in depth, but appropriate marking will take place.**