



# Marking and Feedback Policy

## The Saints Academies

The purpose for marking at St Peter's CE Academy, St Augustine's CE Academy, All Saints CE Academy and Horton St Michael's First School is:

- ❖ **To recognise and celebrate successes and positive aspects of pupil's work by:**
  - Recognising and celebrating effort and achievement
  - Celebrate successes within their learning
  - Providing appropriate and clear feedback about to our pupils about their strengths. This could be in the form of two ticks, a positive symbol, sticker or a written comment.
  
- ❖ **To provide 'next steps' to the pupils about how they can develop and improve their work by:**
  - Improving our pupils' confidence and ability to review their own work by setting targets and indicating next steps.
  - Using the success criteria to highlight areas for development.
  - To highlight a misconception or a mistake.
  
- ❖ **Feedback can also be used to:**
  - Assist pupils in developing an awareness of standards and expectations.
  - Provide further challenge.
  - Recommend resources that could be used to help them with future work or when editing their work.

*We firmly believe that marking and feedback should be clear and concise and age appropriate. It is essential that marking is effective in improving outcomes for our children. We promote independence and encourage our pupils to constantly review and edit their work as they go.*

### The Saints Academies approach to marking and feedback

- ❖ **Methods :**
  - should be consistent across the classes in our academies
  - should be used by all staff who work with pupils in our academies
  
- ❖ **Comments:**
  - May refer to the success criteria and learning objective
  - May indicate a discussion is needed with the class teacher
  - Could be formal or informal – post-its are often used
  - May be given orally to individuals.



❖ **Oral feedback:**

- Is usually interactive and developmental. The teacher will provide some reassurance or give immediate advice on how work can be developed or improved.
- Can be used to move a pupil on to the next challenge or provide further consolidation questions/activities.
- Will 'check' all pupils are on task and are working towards the success criteria.

❖ **Written feedback:**

- Should be legible and clear in meaning.
- Developmental – what the next steps will be.

**What you will see in pupil books across our academies:**

- All positive comments are written in **blue**.
- Next steps are written in **green**. *This could include a 'dot' in the margin.*
- **Purple** pen is used by the pupils to edit and improve their work.
- Stamps and stickers are used to celebrate achievement.



At All Saints you may also see:

Children responding to the comments underneath the marking and peer marking and response



At St Peter's you may also see:

I for independent

S for support

Sp for spellings



At St Augustine's you may also see:



At Horton you may also see:

GW - group work

I - independent

S - supported

VF - verbal feedback

CI - Child initiated (EYFS)

Marking should **never**:

- Be used to express disappointment because of poor effort
- Be unnecessarily detailed
- Grade or level a child's work.

Subject Specific marking

Maths: a dot next to an incorrect answer

English:

Sp - spelling

FS - full stops

CL- capital letters

T - tense

Punc - punctuation (commas, speech marks, questions marks, etc.)

Humanities/RE/Science



Horton St. Michael's CE First School