



'Living and Learning through Christ'

MARKING AND FEEDBACK POLICY

St Bernadette Primary School

At St Bernadette Catholic Primary School Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus which enriches the whole child.

High standards are expected and articulated so that they are made explicit to all.

KS1 and KS2 Feedback and Marking Policy

The Purpose of the policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

The principles that guide the school's approach to marking and feedback.

Marking and feedback should:

- Be manageable for the teaching team and meaningful to the children.
- Relate to the learning intention/WALT
- Give recognition and praise for achievement and signposts for improvement.
- Allow time for children to respond to marking where appropriate.
- Respond to individual learning needs
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.
- Support children's understanding



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Summative Feedback / Marking

This is associated with closed tasks or exercises where the answer is either right or wrong, e.g. spelling tests. The children, as a class or in groups, can also mark this.

Formative feedback / marking

Acknowledgement should always relate to the learning objective (single/double tick). Teachers should focus first and foremost on the WALT. The emphasis should be on both successes against the WALT and suggestions and guidance to improve.

In depth marking will be carried out on mini big writes and end of unit pieces of writing.

When marking teachers should:

- 'Think Pink' and 'Green Great' colour coding for all marking.
- Ensure children have the opportunity to respond to pink questions.
- Year group spelling, punctuation and grammar needs to be marked with the exception of RE.
- WALTs should be double ticked in green when achieved, single green tick when partly met and pink dot for WALT not achieved.
- Blue or black pens should be used for teacher scribing
- Purple pens should be used for polishing
- RE marking and feedback should refer to the religious learning objective as opposed to English


Self-Marking and evaluation:

Children should be given the opportunity to evaluate the work of their peers and exemplar models of work using purple pens ('purple polishers').




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EYFS Responding to Learning	
	Good work/learning
I	Independent Learning
AS	Adult Support

KS1	
	Good work/learning
VF	Verbal feedback
I	Independent learning
AS	Adult Support
Sp	Spelling Mistake
Aa	Capital Letters missing or in the wrong place
FS	Finger Space needed

KS2 Marking Code

- Aa** capital letters missing or in the wrong place
- p** punctuation missing or in the wrong place
- ^** word or words missing
- T** you have switched tenses
- Ww** you have used the incorrect word (e.g. their/there/they're)
- Sp** spelling mistake
- //** you need a new paragraph
- Nsnl** new speaker, new line
-  Good work/learning