



Marking and Feedback Policy

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Policy agreed by governors on: Summer 1 2025

Signature of chair of governors:

RATIONALE:

Marking and feedback is central to pupil's learning as it informs the planning, delivery and assessment for learning. Effective marking should allow for self-assessment to encourage pupils to recognise their next steps in learning.

The core purpose for marking and feedback at St Mary's is for teachers and pupils to identify the next steps in learning and to begin to move forward in how to address those next steps.

RESPONSIBILITIES

Headteacher and senior leadership

1. To monitor the impact of marking and feedback across the school, both written and verbal.
2. Support teachers to develop the quality of feedback
3. Ensure the expectations of marking and feedback is manageable for staff
4. Involve all adults working with pupils in the development of marking and feedback.

Teachers [including cover teachers]

1. Feedback includes clear strategies to move forward with learning
2. Marking and feedback is in line with the policy for each subject
3. Allow the time for pupils to respond to marking when necessary
4. Use the assessment and marking to inform future planning and guided groups in future lessons. This requires all teachers to have a sound understanding of the national curriculum for all year groups, including EYFS curriculum.
5. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others

Support staff

1. The marking and feedback is completed for the groups that you work with in each lesson.
2. Assessment for Learning from the group work is passed onto the class teacher/ annotated on the weekly planning to inform future planning and lessons.
3. Use the knowledge of pupils to determine the level of support required in lessons.

Supply teachers [external to the school]

1. The assessment for learning from lessons are communicated back to the class teachers via lists, to support the next lesson.
2. Add a 'supply' sticker or write in the children's books to show the difference in teacher.
3. Be aware of the school's marking and feedback policy to ensure the marking is consistent for pupils.

MARKING & FEEDBACK IN KEY STAGES

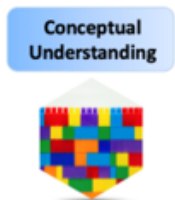
Foundation Stage

Marking code used in Reception Class 2019

Code/marking	What it means...
Pink highlighter	'Think pink'. This will be where the child has not met an element of the success criteria.
Green highlighter	Highlighting success – may or may not be accompanied with a comment.
Yellow highlighter	Tracing / practise

In addition to the marking of the children's work for their learning journeys, there are comments that are recorded on tapestry to record their learning electronically and to be shared with parents.

Key Stage 1

20.06.23	Focus: 
<u>We are learning to add a two-digit number to a two-digit number</u>	
<i>I S G</i>	
<i>Concrete Pictorial Abstract</i>	

To support marking in KS1 and to aid the children in understanding the marking at a younger age, the school has adopted marking symbols. These can be found in appendix A.

Mathematics

1. Live marking is used as much as possible in maths to ensure any misconceptions are identified swiftly.
2. The use of 'guided group' on Learning objective (LO) are used when pupils have had specific guidance in their lessons.
3. Verbal feedback is identified with 'VF'
4. If a child has been supported through a section of work the use of 'S' marked.
5. The marking in maths should be done with the child present so they understand.
6. When books have not been marked in the lesson, the teacher should ensure they are looked at so the teacher knows the level of support that child will need for the following lesson.

Writing

1. The use of 'guided group' on LO are used when pupils have had specific guidance in their lessons.
2. Verbal feedback is identified with 'VF'
3. If a child has been supported through a section of work the use of 'S' marked.
4. There are planned opportunities for marking and feedback throughout a week.
5. Consolidated learnings that is incorrect is picked up through live marking after the opportunity for checking/proof-reading.
6. Marking in writing is to improve the writing and there are opportunities for the pupil to practise/peer support or independent application.
7. Not all pieces of writing will be marked. Books will be marked at least twice a week when not working in a guided group.
8. Marking must be completed for the final pieces and independent application as they will be used to inform assessment.
9. When books have not been marked in the lesson, the teacher should ensure they are looked at so the teacher knows the level of support that child will need for the following lesson.

We **do not** initial and acknowledge work as this has little evidence of impact - EEF.

Reading


Children are on the Read, Write Inc. phonics scheme in Key stage one. There is no expectation for the teacher to mark the lessons because of the immediate feedback they have throughout the session.

Children will be asked to 'tick and fix' their own work if that is appropriate for their stage of learning.

RE, Science and Foundation

1. The use of 'guided group' on LO are used when pupils have had specific guidance in their lessons.
2. If a child has been supported through a section of work the use of 'S' marked.
3. Books will be marked at least once a week when not working in a guided group.
4. When books have not been marked in the lesson, the teacher should ensure they are looked at so the teacher knows the level of support that child will need for the following lesson.

Key Stage 2

<u>07.05.25</u>	<p>Unit Fractions</p> 
We are learning to identify numbers on marked but unlabelled number lines	
<i>I S G</i>	
<i>Concrete Pictorial Abstract</i>	

Mathematics

1. Live marking is used as much as possible in maths to ensure any misconceptions are identified swiftly.
2. The use of peer and self-marking is used frequently. When pupils identify an incorrect answer, they must go back over the question and identify the error – use a green pen for the children’s editing.
3. The use of Independent/Support/Guided on LO are used when pupils have had specific guidance in their lessons.
4. Verbal feedback is identified with ‘VF’
5. If a child has been supported through a section of work the use of ‘S’ marked.
6. The feedback in maths should be done with the child present so they understand.
7. When books have not been marked in the lesson, the teacher should ensure they are looked at so the teacher knows the level of support that child will need for the following lesson.

Writing

1. The use of Independent/Support/Guided on LO are used when pupils have had specific guidance in their lessons.
2. Verbal feedback is identified with ‘VF’
3. There are clear next steps in their work identified and these will be recorded for the teacher’s use so that pupils will be supported in a targeted approach.
4. Consolidated learnings that is incorrect is picked up through live marking after the opportunity for checking/proof-reading.
5. Marking in writing is to improve the writing and there are opportunities for the pupil to practise/peer support or independent application – use a green pen for the children’s editing.
6. When books have not been marked in the lesson, the teacher should ensure they are looked at so the teacher knows the level of support that child will need for the following lesson.
7. Marking must be completed for the final pieces and independent application as they will be used to inform assessment.

We **do not** initial and acknowledge work as this has little evidence of impact from EEF.

Reading

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Moderation

The school is committed to being outward facing. At St Mary's we want to ensure that the judgements we have are in line with those outside of the school. We are proactive at networking and have links with a variety of schools in different contexts. As a school, we moderate half termly to support the assessment process that is new this year to the school. We encourage colleagues to be supportive critical friends to one another and to have a healthy dialogue.

Monitoring

The moderation has elements of monitoring because we need to be seeing a clear learning journey for the pupils. If this is not evident in books, there will be feedback to teachers with support offered.

The leadership team have a monitoring cycle in place and is reviewed annually. Books are monitored through book looks, lesson observations, learning walks, governor visits and SLT meetings. Feedback is given to teachers and will be followed up if there are any concerns and shared for good practise.