

St Mary's Catholic Primary School, Knaresborough

Feedback and Marking Policy

"With Christ at the centre, we show
Unity, Respect, Joy, Love and Courage."

St Mary's School Mission Statement

Policy review date- Autumn 2023
Person Responsible- Helen Tomlinson
Ratified by Academy Council- Autumn 2023
Review date- Autumn 2024

<p>learning</p>	<p><i>We set clear learning focus and provide in-the-moment verbal feedback as well as hot-marking</i></p>	<p>Verbal prompts and reminders Hot-marking Verbal feedback Adult assisted group/individual work</p>
<p>After learning</p>	<p><i>We look at all work, provide feedback, alter planning and record achievements on Class Track</i></p>	<p>Whole class marking sheet Individual marking (tick/dot/stamp/sticker) Next step question/activity Identify errors with pink highlighter Self-assess (red pen) Peer-assess (red pen) Highlighted writing criteria met (green) Self-assessment trays Adjust planning</p>
<p>learning</p>	<p><i>We provide whole class, group or individual feedback to move learning forwards</i></p>	<p>Edit and improve lesson (acting upon feedback given) Re-group children for the next lesson Share good examples Give whole-class feedback on common misconceptions</p>

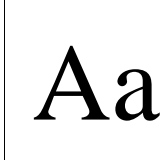
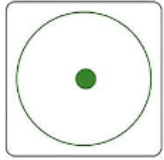
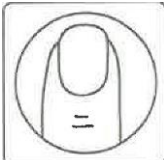

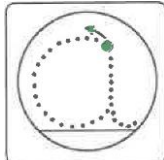
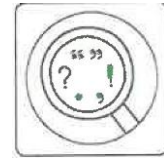
Subject Specific Principles: Writing

These feedback approaches are to be applied in English writing, and in other wider curriculum extended writing opportunities.

<p>During learning</p>	<p><i>We set clear learning focus and provide in-the-moment verbal feedback as well as hot-marking</i></p>	<p>Verbal feedback should be given during the lesson, without interrupting the flow of writing. This may be individual, group based, or given to the whole class at the teacher's discretion. These conversations will add to their ongoing assessment and inform planning.</p> <p>Key spellings (days of the week, focus words, HFW etc) will be checked to ensure accuracy.</p> <p>Children should have the opportunity to proof-read and edit their own work looking at changing punctuation, spelling, handwriting and grammar mistakes during the writing lesson.</p> <p>Good examples can be shared as teaching points using IWBs, and other work edited together to model.</p> <p>Children may be provided with the opportunity for peer-assessment, where appropriate.</p> <p>Children will be provided with the opportunity for self-assessment. This may include underlining the relevant evidence with a red pen.</p> <p>Age related writing expectations are be displayed on working walls to support self-assessment.</p> <p>Support given in writing lessons will be indicated using marking stamps.</p> <p>(Nothing written will indicate the work was completed independently.)</p>
<p>After learning</p>	<p><i>We look at all work, provide feedback, after planning and record achievements on Class Track</i></p>	<p>All extended writing will be marked by the teacher with a green highlighter indicating success criteria that has been met</p> <p>Teachers will read all work and use this as an assessment of their own teaching and of the children's learning. This should be used to prepare feedback, and inform planning.</p> <p>Whole class marking sheets may be used to inform future planning and groupings.</p> <p>Teachers should identify common misspelt words and address these in the following lesson (Teachers may pink highlight these, as well as letter formation mistakes in KSI).</p>
<p>Before new learning</p>	<p><i>We provide whole class, group or individual feedback to move learning forwards</i></p>	<p>Follow-up lessons may involve new direct teaching of common misconceptions</p> <p>In editing and redrafting sessions, teachers will display extracts from children's work as good examples and discuss their successes.</p> <p>Teachers may model editing and redrafting sections of work to improve content and composition.</p> <p>Children will then be given time to improve their own work supported by teaching staff and peer-assessment where appropriate.</p>

KSI writing support stamps

Adults in KSI will use the following symbol stamps to support the pupils in independently editing and improving their own work.

Capital letters	
Full stops	
Finger spaces	
Sound out using phonics	
Letter formation	
Punctuation	

Specific Principles: Maths

During learning	<p><i>We set clear learning focus and provide in-the-moment verbal feedback as well as hot-marking</i></p>	<p>Verbal feedback should be given during the lesson, based on in the moment assessment. This may be individual, group based, or given to the whole class at the teacher's discretion.</p> <p>Teachers and teaching assistants work with groups on a daily basis and give verbal feedback to move them forward. These conversations will add to their ongoing assessment and inform planning.</p> <p>Key mathematical spellings will be checked during learning to ensure accuracy.</p> <p>Support given should be indicated using marking stamps. (Nothing written will indicate the work was completed independently.)</p> <p>Most maths books will be marked during the lesson - using ticks or dots as corrective feedback.</p> <p>Teachers must always address incorrect work or mathematical misconceptions.</p>
After learning	<p><i>We look at all work, provide feedback, alter planning and record achievements on Class Track</i></p>	<p>Purposeful written comments or next steps may be used at the teacher's discretion.</p> <p>Teachers will mark all work that was not marked during the lesson using ticks and dots as corrective feedback, and written comments at their discretion.</p>
Before new learning	<p><i>We provide whole class, group or individual feedback to move learning forwards</i></p>	<p>Teachers may begin the following lesson with some feedback from the previous day. This may be individual, grouped or whole class at the teacher's discretion</p> <p>Follow-up lessons may involve new, direct teaching of common misconceptions.</p> <p>Occasionally it may be appropriate for feedback to be given as mathematical interventions with key groups, based on assessment of previous learning, to ensure their misconceptions have been addressed before new learning begins.</p>

These principles are informed by the NCETM: Marking guidance for primary mathematics teaching.

Specific Principles: Other subject areas

<p>During learning</p>	<p><i>We set clear learning focus and provide in-the-moment verbal feedback as well as hot-marking</i></p>	<p>Verbal feedback - this may be individual, group based, or given to the whole class at the teacher's discretion</p> <p>Key spellings (subject specific vocabulary) will be checked to ensure accuracy.</p> <p>Children will be given the opportunity for peer-assessment or self-assessment as appropriate.</p> <p>Support given in lessons will be indicated using marking stamps. (Nothing written will indicate the work was completed independently.)</p>
<p>After learning</p>	<p><i>We look at all work, provide feedback, alter planning and record achievements on Class Track</i></p>	<p>Teachers will read all work and use this as an assessment of their own teaching and of the children's learning. This should be used to prepare feedback, and inform planning.</p> <p>Whole class marking sheets may be used to inform future planning and groupings.</p> <p>Teachers should identify common misspelt words and address these in the following lesson - (Teachers may pink highlight these, as well as letter formation mistakes in KSI).</p>
<p>Before new learning</p>	<p><i>We provide whole class, group or individual feedback to move learning forwards</i></p>	<p>Sometimes, an additional challenge or question will be written in books. Children will be given time to address any feedback given, e.g. at the start of the next lesson.</p> <p>Common misconceptions will be identified and inform future planning and groupings.</p>

These strategies are to be applied for work from various subjects that is completed in books.