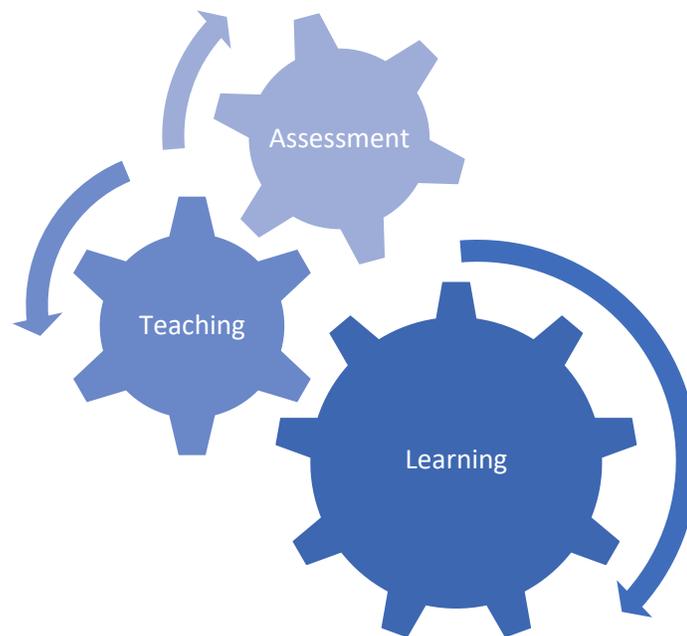




Love Jesus, Love Learning, Love Life

"We are the Gospel educating all children in order for them to grow and reach their full potential as fulfilled people in Christ"



**Marking and Feedback Policy
(Revised January 2022)**

Intent

At Holy Cross and All Saints we believe that the purpose of marking and feedback is to advance pupil progress and outcomes through assessment for learning. This policy provides all members of our school community with meaningful, manageable and motivational strategies for effective feedback, which inform planning and teaching and build on prior attainment.

Across the curriculum, children receive regular effective verbal and written feedback in response to their learning which addresses misconceptions, builds on prior achievement and allows teachers and children to identify next steps for success and progression.

Marking and feedback must;

- Be manageable for teachers and accessible to children
- Relate to the learning objective; task, subject and/or self regulation
- Motivate, giving recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to reflect and respond to marking (M.A.D time);
- Respond to individual learning needs;
- Inform future planning and target setting
- Promote a positive self-image for learners, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.

Implementation

High quality feedback will focus on;

- A Task (an objective, its outcome and advice on how to improve when doing that task)
- A Subject (the underlying skills, knowledge and processes within that subject)
- Self Regulation Strategies ('how' pupils think, learn, plan, monitor, and evaluate their work)

Effective strategies for verbal feedback include;

- The use of the language which directs pupils' attention towards the success criteria needed to achieve the objective.
- Analysing and improving work with a visualiser enabling the teacher to example, model and discuss learning intentions.
- Digital modes of verbal feedback re-played through devices and Google Classroom.

Effective strategies for written feedback include;

- Live marking during the lesson undertaken with individual pupils or modelled to the whole class collectively using tools such as a visualiser.
- Coded Marking using 'shared codes' that have been devised for a task or subject. (see appendices)
- Peered Marking and Self Assessment where pupils, guided by teacher modelling, spend time editing and revising their work to a given criteria.
- Written comments linked to the task, subject, and self regulation which provide clear and easily understood feedback for learners.

Sufficient time will be allocated within lessons for pupils to **Make A Difference (MAD Time)** to their work by responding to teachers verbal and written feedback to address misconceptions, improve and enhance their work or respond to challenges and targets set.

Impact

Marking and feedback will;

- Advance pupil progress and outcomes through assessment for learning
- Motivate and engage all pupils in the learning process
- Celebrate and reward success and let learners know what they need to do next to improve.
- Result in clear targets being agreed for improvement
- Enable pupils to develop self regulation strategies so that they grow more knowledgeable about how themselves as learners
- Be consistent in approach for all pupils across the school
- Celebrate and encourage achievement, progress, a growth mindset attitude and effort
- **Make A Difference** to pupils' achievements across the curriculum and ensure high expectations are set for all pupils.

Appendix

Marking codes against the learning objective in all subjects:

WT	Child is working towards the learning objective criteria and has not met expectations of this lesson. May have had extensive T/TA support.
M	Child has met the objective.
E	Child has exceeded the objective.

Marking Codes in Mathematics; introduced as appropriate;

✓	Small neat tick in red pen if correct
. or °	Circle or dot indicates a mistake or error
	(Misconception) Correction Needed
T	Teacher support given (Top Right)
TA	Teaching assistant support given (Top Right)
	Verbal feedback given during or after the lesson.
VF	Verbal feedback need during M.A.D Time.

Marking Codes in English (introduced as appropriate)

✓	Met objective or agreed success criteria
✓ ✓	Exceeded expectation or applied previous knowledge
SP	Common exception words and known spelling patterns. (Corrections in green pen and spelling practiced x 3 Maximum 5)
P/ABC	Punctuation at expected level taught. (Corrections in green pen within their work)
G	Grammatically incorrect sentence. (Correct in green pen or rewrite at the bottom of the page)
H /abc	Letter formation and Handwriting. (Practice highlighted letters in Handwriting/English book)
//	New paragraph needed. (Children may identify in green where paragraph is needed)
?	Re read to check it makes sense
T	Teacher support given (Top Right)
TA	Teaching assistant support given (Top Right)
	Verbal feedback given during or after the lesson.
VF	Verbal feedback need during M.A.D Time.

Use of Marking Codes in Religious Education and Foundation Subjects

Marking Codes may be also be used in Religious Education and Foundation Subjects where the use of standard English is paramount to the success criteria and the learning objective set by the teacher for that lesson e.g. writing in role as a Disciple, writing the method and results of a Science experiment, creating a chronological report about a significant event in History or writing about the human or physical features of a Geographical Location, where place names require accurate punctuation.

Writing Toolkit/Assessment Ladder

A toolkit/assessment ladder will be used for the assessment of **extended pieces of writing** to enable teachers and children to collectively decide the success criteria, outcomes of the genre. This criteria may focus on audience and purpose, language and layout or spelling, grammar and punctuation. It may be differentiated for individuals or groups of learners to ensure that every child can achieve. It may be used for peer and teachers assessment and enables children to reflect upon their own work to edit and improve it before it is then assessed by the teacher.

A toolkit may be similar to the example below:

LO: To write a letter in role as the Lonely Beast		Me	Teacher
1	I can use correct language and layout of a letter.		
2	I can write in the 1 st Person.		
3	I can include writers voice e.g. thoughts, feelings, emotions etc.		
4	I have used conjunctions to join ideas in a sentence.		
5	I have read my work to a peer to check it makes sense.		
✓	I could improve my work by...		

Moderation

The effectiveness of this feedback and marking policy will be monitored by the SLT and shared book moderation with all staff, where best practice will be celebrated and support given to staff where needed.