



St Mary's CE Infant's School

Marking and Feedback Policy

Aim

Consistently high quality marking and constructive feedback from teachers ensures that pupils make significant and sustained gains in their learning.

At St Mary's we believe that marking and feedback is an essential element in learning. Marking and feedback is effective when children are enabled to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Marking and feedback should:

- celebrate children's success, demonstrating that their work is valued
- provide meaningful feedback to the child
- stimulate correction of errors or improvement in a piece of work
- encourage children to become independent learners, self evaluating their own and other's work.
- develop a culture of continual improvement
- assist in the assessment of a child's performance, providing a record of achievement for teachers and parents
- be completed by all teachers including supply teachers.
- be consistent across the whole school
- support the achievement of the child's curriculum targets

When appropriate children will be introduced to self-correcting. Marking should be directly linked to the learning objectives and teachers should give feedback about the achievement of individuals or groups based on this objective. The children should be given the opportunity to respond to the marking and feedback.

Feedback and marking will include

Continuous oral classroom feedback - this will be to the class, groups or individuals ongoing during the course of a lesson.

Marking orally - whenever possible teachers will mark, with the child present, against the Learning

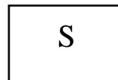
Objective. This may be recorded with a 'V' for verbal. 3. A star ✨ and a wish 🪄 will be used to provide verbal feedback and marking for longer pieces of work as appropriate.

'Think Pink' pen will be used to encourage pupils to think again and consider a second attempt or re-draft, items may be circled in pink or underlined as appropriate. 'Green for Grow' pen will be used to highlight a particular breakthrough in learning or to tick correct answers.

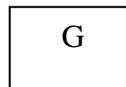
The following symbols will be used to indicate the level of support given:



Independent



Supported (1-1 may also may be added)



Guided /group work

Writing

Spellings

Children are encouraged to use the sounds they know and have a go. Children are given time to respond to marking and will practice the corrected spellings sometimes using Look, Cover, Write, Check. Not every incorrect spelling in a child's work will be picked up and corrected. Depending on the child the teacher will decide how many errors to correct.

Self - correction

When errors are identified by the child whilst writing, they are encouraged to put a line through the letter or word they have written incorrectly and encouraged to continue writing in the next available space on the page. Children are discouraged from using rubbers in their books (rubbers may be used for 'best' / final pieces of work with regards to presentation).