



Live, love and learn in a caring Christian community

Feedback and Marking Policy

Aims of this policy:

- Outline effective feedback and marking.
- Describe the feedback and marking procedures that are used in our school.

At St Joseph's, we believe that effective feedback and marking:

- Benefits the pupil in some way, either by ensuring that they feel their work and efforts are valued or by moving their learning forward.
- Is meaningful and age-appropriate for the pupil.
- Is specific, focused and linked to the learning objective
- Provides pupils with an understanding of the successes in their work.
- Provides pupils with opportunities to correct mistakes.
- Provides pupils with opportunities to learn at greater depth.

Feedback and marking can take a variety of forms:









- Verbal feedback: where a teacher talks to an individual pupil about their work to celebrate strengths and provide suggestions for improvement.
- Written feedback: there is written evidence in the pupil's book that the teacher has identified strengths and suggestions for improvement.
- Self-assessment: a pupil offers a reflection on their own work.
- Peer assessment: a pupil offers a reflection on another pupil's work.

Our approach to marking at St Joseph's:

- Every piece of work is acknowledged by the teacher or teaching assistant.
- We use the colour pink to indicate strengths and successes in the pupils' work (tickled pink).
- We use the colour green to indicate areas of development in the pupils' work (green for growth).
- Pupils edit their work and respond to feedback using a red pen.
- Pupils in KS1 and KS2 write a Y, M or H next to the learning objective at the end of each lesson to indicate how well they feel they have met the learning objective (Y = Yes, I've got it; M = Mostly; H = Help needed).
- Pupils in KS2 respond to an 'AfL' (Assessment for Learning) question at the end of each lesson with a reflective comment.

We use the following codes to ensure that marking and feedback is meaningful for our pupils:

Assessment Codes		Type of work	
Y	Yes I have got it!	I	Independent
M	I have mostly got it!	T	Worked with Teacher
H	I need more help!	TA	Worked with TA
AFL	At the end of every lesson (reflective/ explanation/ questioning)	S	Supply

Marking Codes (Key Stage / child specific)			
	Verbal feedback	<i>S/O or</i> 	Sounding out /phonics
	Capital Letter	<i>Sp</i>	Spelling errors / corrections
<i>FS or</i> 	Full Stop		Finger Space
<i>P or , /!/?</i>	Punctuation		House Point
<i>//</i>	Paragraph	<i>adj</i>	Adjectives
	Time adverbials		Conjunctions

Our expectations for feedback and marking in KS1 and KS2:

Subject	
Religious Education	Teachers will provide a tickled pink comment and green for growth comment for each piece of work. Green for growth comments will include a combination of pre-prepared and responsive questions. Teachers respond to the pupils' faith development and religious literacy and not their English skills.
English	There will be two pieces of work each week where there is evidence of tickled pink, green for growth, followed by a response from the pupil. There will be three pieces of work each week where teachers will use a stamp to indicate if the learning objective has been met: pink 'learning objective achieved' stamp, or a 'green for growth' stamp. If the pupil has not met the learning objective, there will be evidence that the pupil has had an opportunity to develop their learning with an adult at the earliest opportunity.
Maths	Every piece of work will be acknowledged by the teacher to indicate whether the learning objective has been met, using either a pink 'learning objective achieved' stamp, or a 'green for growth' stamp.

	Twice a week, there will be evidence of the teacher providing either scaffolding or extension in pupils' books, using a green pen. Once a week, pupils will receive an individual comment in pink pen, focusing on effort or achievement.
Foundation Subjects	Pupils will receive in-depth feedback, including comments indicating the strengths and areas to develop, followed by a response from the pupil for one out of the five lessons each unit. For the other four out of five lessons in each unit, teachers will indicate whether the pupil has met the learning objective using either a pink or green stamp. For one of those lessons, teachers will provide an individual comment using a pink pen to highlight either the pupil's effort or achievement.



EYFS Approach

In Early Years we follow the same approach in that every piece of work is acknowledged. This can be through marking a piece of work, recording pupil voice to go with the pupil's work or taking a photo of something the pupil has done.

When marking a piece of work we also use the colour pink to indicate strengths and successes in the pupils' work (tickled pink). We use the colour green to indicate areas of development in the pupils' work (green for growth).

In the EYFS we take observations of the children during their 'My Learning time' which is our child initiated learning sessions. All children will have one observation a week which can be a piece of mark making, a piece of Art, pupils voice, photos, videos or teachers judgements and recording on planning. Every child will have an observation sent home through Tapestry every half term.

EYFS Assessment Codes

Assessment Codes		Type of work	
Pink Tick or 	Children have met the objective	I	Independent
Green Circle 	Children have not met the objective	WS	With Support
NS	Next Step	T	Worked with Teacher
		AD	Adult Directed
		MLT	My Learning Time (CIL)
		S	Supply

Our expectations for feedback and marking in EYFS:

Subject	
Religious Education	<p>Teachers will provide a tickled pink comment and when appropriate a green for growth comment for each piece of work.</p> <p>Green for growth comments will include a combination of pre-prepared and responsive questions.</p> <p>Teachers respond to the pupils' faith development and religious literacy and not their English skills.</p>
Phonics & Drawing Club (English)	<p>Teachers will make a tickle pink tick or smiley face to show the pupil has met the objective. They will sometimes write a tickle pink comment when appropriate.</p> <p>When the pupils have not met the objective teachers will use green for growth comments to scaffold the pupils learning. Pupils will be given the opportunity to go back and have a go at the green for growth challenge. Sometimes a green for growth comment will be a next step for that pupil and will be added to the plans for the following week as a focus for that pupil during their own learning time.</p>
Maths	<p>Teachers will make a tickle pink tick or smiley face to show the pupil has met the objective.</p> <p>If a pupil has not met the objective then the Teacher will make a green for growth circle around the objective and work with the child individually to scaffold their learning to help them achieve the adjective.</p>
Learning Journal Evidence (Other Subjects)	<p>Pupils work in their learning journal will be dated and marked to say whether it is a piece of work that has been done during adult directed tasks or 'My Learning Time' (Child initiated learning)</p> <p>Work in the pupils journal will be tickled pink with a comment, pink stamp or smiley face. If a child needs more support in meeting the objective of the activity it will be marked with a green for growth next step comment and will be added to the plans for the following week as a focus for that pupil during their own learning time.</p>