# St Andrew's CE VC Primary School

**A Church School that learns, grows and achieves together**

"Train up a child in the way he should go,
and when he is old he will not depart from it"
Proverbs 22:6

# Feedback & Marking Policy

| Signed (Chair) | Name<br>Tony Parker | Date: October 2023 |
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| Signed (Head) | Name<br>Graham Pike | Date: October 2023 |
| Ratified by Governing Body on 3rd October 2023 | | Next Review: October 2026 |

*Equality Impact Assessment (EqIA)*

*This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.*

*EqIA outcomes*

☐    *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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# FEEDBACK & MARKING POLICY

## Preface: Christian Ethos

The word the Bible uses for sin means "to miss the mark" (literally to miss the archery target). On the other hand, the Bible uses the word perfect or complete (c.f. Mt 5:48, literally fully grown or mature) to speak of the sinless man Jesus. While in no way equating educational marks to "sin," for educational purposes this is part of the traditional Christian rational behind marking, evaluating where someone is in relation to the desired target. Just as Christians believe the Bible calls us to spiritual and moral progress so too we ought to encourage and foster educational progress. When it comes to marking and feeding back to those results, the Bible also says God is a "fair judge" ( Ps 7:1a) being all knowing, wise, present, good and just. As such we at St. Andrew's meet children where they are but do not desire to leave them there and believe that feedback and marking can be a means in education to develop a child. Likewise, such feedback and marking must be fair. These principles are found throughout this policy.

## Rationale

We believe that effective feedback is an essential response to children's learning and will move their learning forward. It is part of the assessment process and an integral part of quality first teaching, enabling children to become reflective and increasingly independent learners and allows adults to check understanding, address any misconceptions and re-model learning accordingly.

## Aims of feedback and marking are:

- Pupils can swiftly unlock further learning.
- Pupils understand their strengths and how to improve their work.
- Pupils actions are refocused or redirected to achieve a goal.
- Pupils become reflective, self- regulated and increasingly independent learners.
- Teachers know which areas to re-teach that were not grasped first time and plan next steps.

## Oral feedback

Oral feedback is used regularly during sessions and is given to either the whole class, a group or an individual and is recorded in books as appropriate. An adult might include a brief written note to explain what any discussion has been about or use the 'V' code.

Oral feedback tends to be more immediate than written feedback.

## Written feedback

Written feedback can be given at any point during the learning process. Not every piece of written work will receive a written comment from an adult. Adults will not correct every misconception or error.

Some tasks will be marked with the pupils; some tasks will include self- and/or peer to peer marking/ feedback.
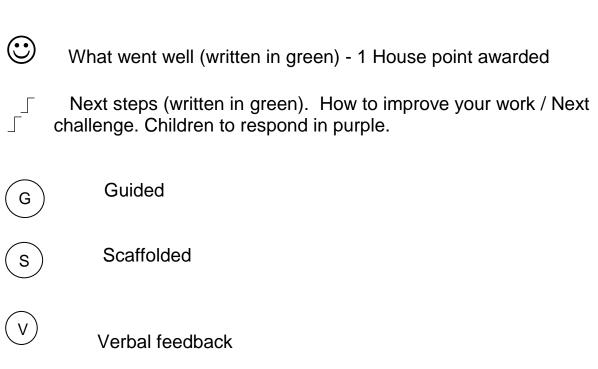
## **Guidelines:**

- Any feedback given is constructive, accurate and of high quality.
- Feedback is linked to the learning objective, against any success criteria and/or will address any next steps.
- Feedback can be given either during, or at the end of, a task, activity or sequence of learning.
- Pupils will be given time to reflect upon and act upon any feedback given so that they can edit and improve their work.
- Marking codes will be used consistently across the school by all adults.
- Pupils will be made aware of the marking codes.
- Adults will respond to work in green pen.
- Pupils will edit and improve their work in purple pen.

Appendix 1

**St Andrew's CE VC Primary School**

**Agreed marking systems and codes**

**Written feedback marking codes**

**Learning objective:**

- If the objective is achieved then it is highlighted in green
- If the objective is partially met then it is highlighted in dashed lines

☺     What went well (written in green) - 1 House point awarded

⌐   Next steps (written in green). How to improve your work / Next
⌐   challenge. Children to respond in purple.

(G)     Guided

(S)     Scaffolded

(V)     Verbal feedback

(·)     Error to check

(P)     Paired work

___ SP   Spelling to correct

(TA)     If a TA has provided written or verbal feedback