

St Matthew's Bloxam C of E Primary School



Marking and Feedback Policy 2024

"Let Your Light Shine"

We aim for forgiveness and reconciliation in safe surroundings. We seek experiences to spark confidence to nurture and show delight. We want to illuminate hopes, dreams and aspirations and to build humanity through relationships inspired by the glow of others. We value everyone through thoughts and actions.

At St Matthew's Bloxam, we want our learners to feel a sense of pride in the work they do and to be actively engaged in how to overcome mistakes and misconceptions, as well as give advice on how work can be improved. Unless marking has an influence on any of these aspects of learning, it is not necessary. Therefore, adults in the school only mark work if it has a direct impact on the development of the child.

Principles

We accept that teachers will have to adapt how they mark/feedback, depending on the age and the profile of the learner. However, here are some general principles of our approach to marking and feedback:

- Teachers are responsible for monitoring and upholding high standards of presentation in children's books
- Not every piece of work, in every book needs to be marked every day
- In order to foster independent, proactive learning behaviours, it is of greater value if children are encouraged to spot their own mistakes and misconceptions and to respond to teacher feedback using purple pen
- Children are encouraged to edit and improve their work (namely writing) with greater independence as they move through the school
- Children receive verbal or written feedback either within the lesson itself or in the next appropriate lesson. This is either individually or as a whole class.

Colours

Three colours are used for marking.

Green	Pink	Purple
Teachers/TAs used green pen to comment on/assess work. Green highlighters, show evidence of good work and/or that a child is meeting the expectations of the lesson	Pink points out mistakes, misconceptions or areas of development	Children use purple pens for self-assessment (particularly relevant for editing written work) and peer-assessment

The more purple pen used in a child's book the better! It means they have been able to reflect on their learning as it has taken place.

Symbols

There is no requirement to use any symbols, referencing anything specific. However, you may see an 'S' in some books followed by a '1', '2' or '3'. These indicate pieces of work that have had a degree of adult support: '1' meaning some support to '3' indicating intensive support. This is more a guide for the teacher if they need to use work as evidence at a later date.

Otherwise, we assume that work is independent.

Teachers to ensure the children improve their work use other symbols visible in books. E.g. 'sp' spelling correction.

'Live Marking'

This is whatever is recorded in books to aid a child's understanding, as the lesson is in progress. Therefore, it is tailored to individual needs. This type of bespoke marking is not expected retrospectively. This should relate to the learning objective of the lesson, but it should still encourage children to be aware of basic grammar and punctuation mistakes.

Editing Writing

Wherever possible, from year one onwards, children edit and improve their own writing. This is done using a purple pen and focused on that year groups or prior year groups grammar and writing expectations. It is not expected that children improve the whole of every single piece of writing completed; however, children have the opportunity to review all writing as part of a plan/write/review process, as a real author would. The teacher may choose to focus on a specific section of writing to improve.

Maths Books Expectations

Maths books are live marked throughout the lesson either through teacher marking, peer marking or self-correcting. Pupils have the opportunity to correct their work throughout the lesson so that small steps within the lesson are mastered before moving onto new content.

Pupils have the opportunity to correct their work through same day catch-up. This is completed in purple pen and level of support indicated. A 'c' in a circle will indicate when same day catch up has happened.

Monitoring of marking

The Leadership Team/subject leaders carry out Book Looks and/or Learning Walks at least once a term.

Governor monitoring visits also include looking at children's books and the marking/feedback can be reported on in conjunction with the subject.

Review

This policy will be reviewed in 3 years' time (2027) or before if there is a significant change in Government policy.