



Learning Feedback and Marking Policy

At Christ the King School we believe that effective feedback is a fundamental part of the learning experience of our pupils.

We aim for our pupils

- To develop their talents , abilities, skills and understanding to their full potential in all areas of learning by having high expectations of work and behaviour and challenging strengths and supporting weaknesses;
- To develop enquiring minds;
- To aspire to challenge themselves.
- To recognise the importance of written and verbal feedback in enhancing learning.

For our families

- To develop and sustain a partnership between home, school and parish by giving a positive, welcoming and caring response.

Through this policy we aim to:

- Ensure consistency of approach throughout the school;
- Support progression towards independence;
- Ensure a high quality learning experience is offered to all pupils;
- Extend and support the learning by generating a learning dialogue with the child, both written and verbal.
- Encourage children to develop long term strategies for learning;

Reasons for marking children's work:

- To direct children to what they need to do to improve (next steps)
- To identify children who need more support or challenging work.
- To challenge children further
- Providing feedback on what they have done so far
- To encourage children further in their learning.
- To improve a child's confidence.
- To recognise and reward pupil achievement.
- To assess, monitor learning and aid curriculum planning.
- To provide evidence of assessment.
- To initiate dialogue between teacher, child and parents.
- To explain the context of the learning.

Please refer to guidelines for detailed information about the progression of effective feedback and marking throughout the school.

Updated April 2017

Guidelines for Effective Feedback and Marking

- Our high expectations of standards are shared with the children.
- All pieces of work are dated.
- Work books are neatly presented.
- Verbal feedback is provided to all children on a regular basis; this is given as much value as written feedback and may be recorded as VF when appropriate.
- Pink and green pens will be used to mark work using the following strategy
 - Tickled Pink - successful
 - Grow Green - needs developing
- Children have 'Dedicated Improvement and Response Time' at least once a week. This is done using a purple polishing pen.
- Written marking comments and next steps are boxed to clearly give children space to respond when appropriate.
- Next steps in learning elicit a response from a child so they can demonstrate an improvement or an extension in their work.
- Children know and are able to discuss their next steps and targets in Maths and English.
- English and Maths work must have 1 piece of next step marking each week. This will be in the form of challenge questions / next steps or working on target/making improvements.
- All work has a 'Learning Intention' which is ticked or highlighted to show success (pink) and next steps (green).
- Children have a variety of opportunities to self-assess and assess their peers' learning: examples include tickled pink / grow green on smiley faces next to the LIs or marking off steps to success as appropriate. In KS2 outcomes from self or peer assessment are often recorded on stickers or boxed in the workbooks.
- Children engage in **learning conferences** with a member of staff. Outcomes from pupil conference are recorded on stickers or boxed in the workbooks.
- Teachers mark off achieved LIs on the 'Expected Standards' grids at the back of each pupil work book. The date when it is achieved is recorded. The majority of pupils will have a standards grid (including greater depth) that correlates to their year group. Some children will also have the grid associated with the year group below. Where applicable a few children with SEND will have a standards grid a couple of years below.
- LIs/targets are displayed in child speak language. This correlates with each child's target (attached on a treasury tag in the workbook Y1-6).
- Work marked by an adult other than the class team must be initialled.
- Adults marking must model the agreed handwriting policy to a high standard.
- Grammatical errors are identified by marking codes.
- Incorrect spellings in Year 2 to Year 6 are marked with sp in the margin, the correct word is given and must be copied x3 by the child in the area provided. In Years 5 and 6 the majority of children are expected to use a dictionary to edit incorrect spellings.
- Attention should be made to spelling mistakes to inform intervention, i.e. is the child uncertain about split digraphs, long vowel sounds, tricky words, etc.
- Where there are many spelling errors teachers should only expect the child to practise the 3 most common word errors.

Early Years Strategies:

- Instant verbal feedback is given.
- The language of tickled pink and grow green is used as a precursor to the marking policy.
- Targeted next steps are displayed and celebrated as the children achieve them.

Additional strategies:

- Year 2 and Year 6 teachers use the 'interim standards' for the end of Key Stage (usually spring term onwards).
- Year 6 teachers/children highlight components of sentences as a self-assessment against the end of Key Stage interim standards.

NB: Different colours are used for those children who are visually impaired/colour blind, as required.

This policy was reviewed in the Autumn Term 2016

It was adopted at the Governors' Meeting on 21st September 2016

It was updated in April 2017

It will be reviewed in October 2019