

St John's Catholic Primary School

Feedback and Marking Policy

'I have come that you may have life and have it to the full'

(John 10:10)

The Purpose of the Policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The Need for a Marking Policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TA's), nursery nurses and any other specialist teachers employed by the school and /or LA

Here at St John's Catholic Primary School we actively promote the development of the 'whole' person as participants in the Christian educating community. The Gospel message permeates all aspects of our school life, where all are encouraged to reach their full potential.

We encourage and inspire children to grow in their faith and love of God. Each child and adult is valued regardless of gender, nationality, social background or ability. We strive to create an atmosphere of love and respect, caring and sharing among all those who contribute to the life of our school. All are encouraged to grow in tolerance, respect and celebration of others within our diverse wider community.

We are committed to fostering learning experiences which challenge and enrich every child. We recognise that each child is special and talented in their own way and we endeavour to provide well a planned, co-ordinated and well-resourced curriculum, which reflects our high expectations of children, meets their individual needs and incorporate their learning styles.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning objective.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate (PIT-Personal Improvement Time)
- Respond to individual learning needs, taking opportunities to mark face-to-face where appropriate.
- Inform future planning (including focus groups for next sessions, children identified for RAPID intervention and teaching to gaps.)
- Use consistent codes within Key Stages.
- Be used to assess the children's learning and understanding and form part of the evidence needed to update a pupil's 'Pathway'
- Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The Methodology of Marking Children's work

The following are acceptable examples of marking and feedback; however a minimum of one every third piece of work in a subject should be quality marked in

Literacy and Numeracy and RE. Mark schemes and examples of developmental marking have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team as often as possible. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback/ marking

This is associated with closed task or exercises where the answer is right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on subject specific marking, feedback for further information)

Formative feedback/ marking

Consideration of workload means that not all pieces of work can be quality marked therefore teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgment should always relate to the learning objective and children must know why they have been given a relative code.

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate. Teaching assistants may stamp work.

Quality Marking

A minimum of one third of work in all subjects should be 'quality marked' and give the child developmental feedback. Teachers should focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

When quality marking teachers should:

1. Read the entire piece of work.
2. Highlight (in pink) up to 3 examples or more of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning. Yellow highlighter may be used to indicate an area where the child could apply this improvement.
3. Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices) but consistent spelling errors should be marked in green highlighter and included for clued spelling activity.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Symbols are provided in the appendices.

Work should be marked using a green pen. Peer marking or self-review should use a different colour.

Marking and feedback in the Early Years Foundation Stage

In the Foundation stage marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Certificates
- Annotation of work and photographs by staff
- Learning Journals/Blue books
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books-Review time.
- 'Thumbs up', 'Good listening', 'Good sitting'.

Children's response to the comments- PIT (Personal Improvement Time)

Self-marking and evaluation

Children should be given time to read and consider written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do to correct their work and to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply. This should be checked by the teacher to ensure that the response is appropriate.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This can be a written process and should be completed in a different coloured pen (not green.)

Self and peer evaluation is not an alternative to teacher marked work, and all work should still be evaluated by the teacher, using appropriate symbols / acknowledgements or comment.

Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and through planned reviews.

Children's workbooks will be monitored by the year leaders, SLT and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice in areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their role.

The person responsible for this Policy is Caroline Barron

Date of review: September 2015

Date of next review: September 2016

APPENDIX

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may to apply or require further detail.

The following guidance is in addition to the requirements of this policy.

Mathematics

*In Maths all pieces of work should be marked.

*A minimum of one in every third piece of work should be quality marked. If work is wrong, the teacher should analyse why the child has given the wrong answer e.g. methodology, conceptual misunderstanding etc and give the child guidance to overcome this issue. If work is all correct, the teacher should challenge the child by providing a question that moves them forward in their understanding.

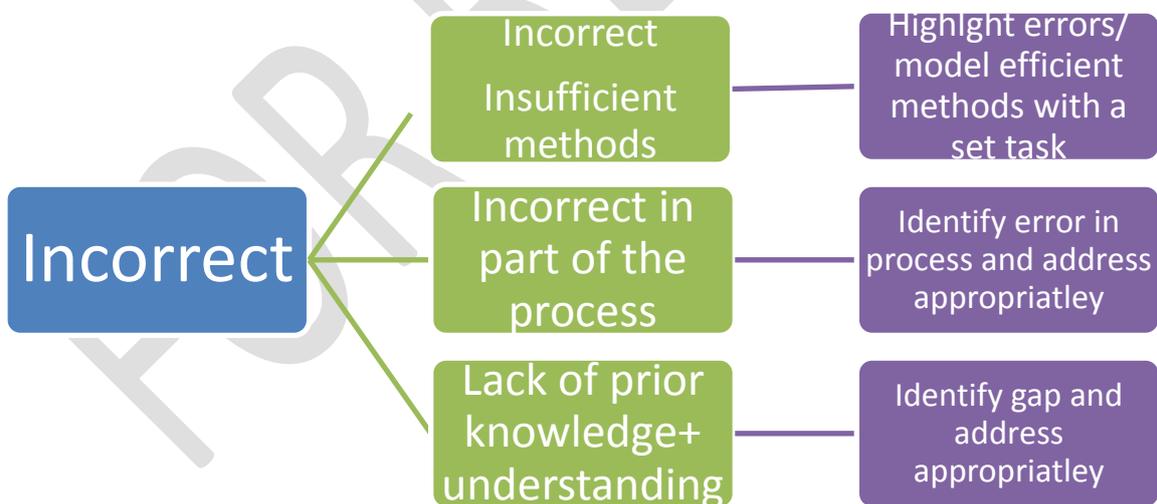
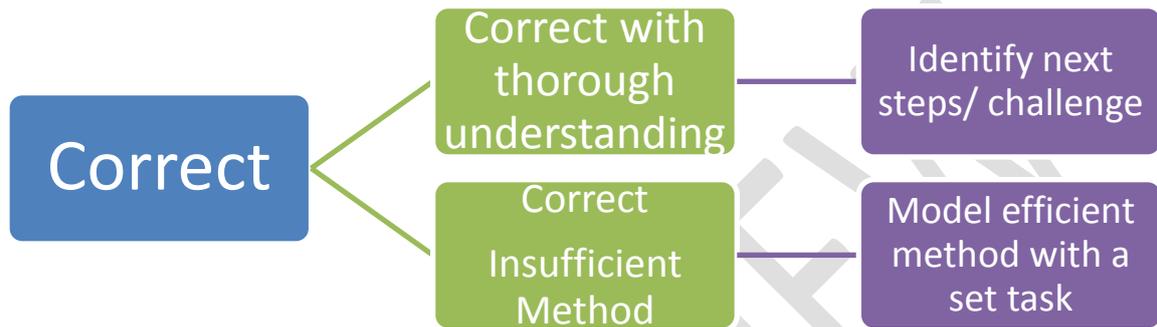
Where a child has undertaken an investigation or practical task, there should be quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as traffic lights.

Marking and feedback should be used to aid in updating a child's Math's Pathway.

Maths Specific Marking

Outcome of a piece of work



English

*All English work should be marked.

*A minimum of one third of all English work should be developmentally marked

Pupils should be given the opportunity to self-evaluate against an objective using an age-appropriate method such as traffic lights. Peer assessment may be used but should not replace the need for a teacher to evaluate a piece of work.

When marking **Writing across the curriculum**, there should be a quality developmental comment. This should emphasise and praise a successful aspect of the piece (pink) and one to highlight an area for improvement (yellow.) WOW words and other strengths may be highlighted. A green highlighter may be used to highlight HF words or consistently made spelling errors for inclusion in clued spelling.

Marking and feedback should be used to inform the updating of a child's English 'Pathway'.

ICT

Samples of work used for ICT feedback should be annotated with the ICT learning objective rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary **outcome**.

Religion

*In Religion all pieces of work should be marked.

*A minimum of one third of work should have a developmental comment. This should focus on moving the child on in their Religious understanding and relate to the RE assessment framework.

Acknowledgment or symbols used should always relate to the learning objective.

Vocabulary

Where subject specific vocabulary is written, this should be spelt correctly and can be highlighted in green for inclusion in Clued Spelling.

Performing Arts

Subjects such as PE, Music, Drama, etc. should use oral feedback to support children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peers' performance. If written work is completed, the principles of quality feedback marking should be applied.

KS1

| SYMBOLS | MEANING |
|--|--|
| LO | Learning objective |
| WILF | Success criteria- What I am looking for |
| VGU  | Very good understanding |
| GU  | Good understanding |
| RU  | Reasonable understanding |
| NU  | No understanding/ requires support |
| I | Independent work |
| Pink | A good example of..... |
| Yellow | You need to work on this area |
| ? | Something doesn't make sense. You need to read your work carefully and check it for mistakes |
| GP | Good presentation |
| PI | Presentation needs to be improved |
| T/TA assisted work stamp | Help has been given by the teacher or teaching assistant |
| PIT | Personal Improvement Time |
| SUPPLY | Supply teacher |

KS2

| SYMBOLS | MEANING |
|---------------------------------|---|
| LO | Learning objective |
| WILF | Success Criteria- What I am looking for |
| VGU | Very good understanding |
| GU | Good understanding |
| RU | Reasonable understanding |
| SU | Some understanding |
| NU | No understanding/ requires support |
| Pink | A good example of.... |
| Yellow | You need to work on this area |
| PU | Punctuation |
| GP | Good presentation |
| PI | Presentation needs improving |
| HW | Handwriting needs improving |
| ? | Something doesn't make sense. You need to read your work carefully and check it for mistakes |
| // | New paragraph |
| T/TA assisted work stamp | Help has been given by the teacher or teaching assistant |
| SUPPLY | Supply teacher |
| CL | Capital letters |
| PIT | Personal Improvement Time |
| — | Highlight in green words that are spelt consistently incorrectly |