

SS Peter & Paul RC Primary School

Marking and Feedback Policy

Rationale

The marking and feedback policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school, practice is consistent and in line with the overall policy on assessment, recording and reporting.

At SS Peter & Paul's Primary School we believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

Principles

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning through quality marking, peer and self-assessment.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every pupil can improve.
- Be seen by children as a positive means to improving their learning.

Aims

We recognise that marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken feedback with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher e.g peer and self assessment.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his / her work
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers mark towards the learning objective.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills and basic skills across the curriculum.
- Ensure that teachers use the information gained through marking, together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given and then teachers to respond in order to up level work.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At SS Peter & Paul RC Primary we use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly.

All marking must be completed with a red pen.

Marking should be carefully done and marking must not “deface” the children’s work.

Choose an appropriate number of incorrect spellings (no more than three) from any written work and underline. Teachers use their judgment by correcting spelling or asking children to self-correct.

Mental Maths Skills, Handwriting and RWI books should be acknowledged by the teacher and checked for errors but do not need to be quality marked.

All ll extended writing 'Pink to think' and 'Green is great' should be used through pink and green highlighting to identify examples of e.g. vocabulary choices, incorrect grammar, spellings etc.

These colours should be used in all books but not for every piece of work only when the teacher feels it appropriate.

Green Pen Work

Children should be given daily opportunities to revisit work. Corrections should be made using a **green pen** to show they have addressed errors.

Each book should have the marking symbols inside the front cover.

Marking Code

The key to any good marking is that the children have seen good modelling by the teacher, and understand what it means, but they need time to respond to it.

Oral Feedback

The learning objective should always be the focus of the feedback.

Distance Marking

- Children need to be able to read and understand written comments.
- Children need to be allowed time to read marking prior to starting their next piece of work.
- It may be quality marking or a comment that takes learning forward.
- In EY marking is almost always carried out with the child.

Acknowledgement Marking

The following codes should be added to pieces of work to indicate the nature of the work, and where verbal feedback has been given.

I	Independent work
S	Worked with support from an adult
PM	Peer Marking
ST	Work taught and marked by supply teacher
V	Verbal feedback given
_____	Spelling
	Punctuation errors are circled.
//	New Paragraph
WWW..EBI...	What went well ... Even better if. (Self/Peer Assess)
Pink to think	Think about what needs correcting
Green is great	You have included something great

Closed Exercise Marking

Wherever possible children will self-mark these activities or work will be marked as a class or in groups. Children will use a green pen/pencil to self-mark work with a tick or cross/dot.

Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or teacher.

Literacy

Extended Writing must be carried out and quality marked each week in KS1 and KS2.

Children must be given time each week to revisit and up level their work. Improvements must be acknowledged.

VCOP grids should be used by children to highlight their own successes and make improvements.

Writing Target Booklets will be used with the children to make them more aware of the level they are writing at and how to make the next steps towards the next level.

A formal piece of writing alongside assessments needs to take place:

December for all children to award an end of Autumn Term level.

April for all children to award an end of Spring level (May for Year 2 & 6)

June for all children to award an end of year level

For every piece of work there needs to be a level and next steps identified.

Spellings

Either of the following two options may be then taken as appropriate to the work and the child's age and ability:

- Children correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.
- Child practises the spelling(s) using look, say, cover, write and check strategy.

It is not possible or effective to correct every word or sentence for some pupils. We try to correct common patterns of misspelling and spellings we know the children.

Mathematics

All work is to be marked. In the case of computations, the correct answers are ticked.

Incorrect **answers** will have a dot at the side of it/highlighted with a pink dot, which signifies 'needs correction.'

The class teacher will decide if time is to be spent correcting work or not depending on the concept involved.

Marking of the remaining Core and Foundation Subjects within the National Curriculum

High expectations are applied to all foundation subjects in relation to presentation, grammar, punctuation and staff **are** expected to challenge carelessness in basic skills.

All written work in any subject will be looked at and read by the teacher. A tick or comment is written depending upon the objective involved and highlighters used as appropriate.

Targets

Children should be aware of their current level in reading, writing and maths and their targets, so they are clear about what they need to do next to make progress.

In order to support this process:

- levels should be 'translated' into pupil speak and shared with pupils.
- key pieces of work across subjects should be awarded a level and next steps.

Targets must be updated regularly as children meet their targets.

Maths targets should be linked to Number; at an appropriate level e.g. to learn number bonds, times tables, division facts.

Quality Marking

Expectations are that all members of staff will use **quality marking** for a manageable proportion of children's work, evidence gathering for APP using the Assessment Focus. Smiley Face /Highlight and tick (in KS1 and KS2), where the child has written the best aspects against the learning objective.

Comments should be informative (i.e. not just good, excellent etc. and linked to the LO/SC).

Asterix (*) areas where some improvement can be made.

Please see the marking and feedback poster for exemplification of this. A copy of the poster should be displayed in each classroom, and should be referred to regularly.

Closing the Gap/Improvement Comments (see Appendix 1 for exemplification):

- Reminder prompts.
- Scaffold prompts.
- Example prompts.

Application of the policy will be monitored through book sampling and discussion with the children.

- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children. (See Green Pen Guidance)

When marking, teachers will:

- Use a red pen.
- Use neat, legible handwriting following the school's agreed script as a good example to the children
- Highlight /smiley face tick to identify successes.
- Asterix to identify areas of weakness or where more practice is needed.
- Mark literacy and numeracy on a daily basis.
- Comment on spelling, punctuation and grammar usually in the following cases:
 - if spellings, punctuation and grammar were part of the lesson focus;
 - if it is a spelling that the pupil **should know**;
 - if it is something related to the child's target.
- Give time for children to reflect on comments / next steps - Green pen Work
- Every subject will be marked to the objective (where appropriate)

In Reception, it will be a teacher comment about how the child did on the work which will feed into the profile. A Smiley, sticker or a stamp should be given to show praise

- In KS1 classes, a single line comment marking against the objective e.g. in Y1 'Well done, you have sorted the shapes correctly' (this would usually be given as V in the first instance).

In Y2 more detailed marking against the success criteria will be used. Work will be highlighted where appropriate showing something they have done well. A 'focus' group may have their work marked in detail with the teacher showing a next step target.

- In KS2 there will be more detailed marking to the objective. Work should be ticked to show areas achieved, with areas for development starred with asterix. One focus group's work may be marked in more detail each lesson so by the end of the week all the children will have a piece of work marked in detail in literacy and numeracy.
- All work that is marked other than by the teacher should be initialled by the person who is marking it.

Peer and Self-Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom. When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers. For example, " I thought you used.....and ... well... I think it would have been even better if

- Children should agree some 'Golden Rules' of response partner/peer assessment/feedback work to safeguard self-esteem.
- Pupils may highlight/underline words or phrases to demonstrate the learning objective or to identify spellings that need to be reviewed by the pupil.
- In general pupils should be taught and encouraged to use the agreed marking codes when peer marking.
- Through differentiated and purposeful questioning engage all abilities. Smiley faces or traffic lights may be used by pupils to demonstrate levels of success as a self-assessment or peer assessment strategy.
- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- When giving feedback, pupils may write a comment and sign their name on the work of other pupils.
- At the end of a block/unit of work, children may be asked to self-assess against success criteria using pink / green highlighting.

Appendix 1

Marking Improvement Prompts

1. A reminder prompt

Most suitable for more able children, this simply reminds the child of what could be improved:

Say more about how you feel about this person

Interesting, many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffold prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is 'a good friend'? A question or

Describe something that happened which A directive

showed you they were a good friend.

or

He showed me he was a good friend when An unfinished sentence

.....(finish this sentence)

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.

Choose one of these or your own

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.