St. Mary's C. of E. Primary School

'Through God's love, we strive to be the best we can be.'

Marking and Feedback Policy

Revised: June 2015
Review date: June 2018

Mission Statement and Values

"Through God's love, we strive to be the best we can be."

St Mary's is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child's moral, spiritual, intellectual, social and physical well-being and celebrate every child's gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

Respect – ourselves, each other and our environment

Courage – to stand up for what is right, overcome our fears and embrace new challenges

Truth – in the choices we make and our dealings with family, friends, school and community

Hope – that inspires us to look forward in confidence to a better life for all

Rationale

St Mary's C of E Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. The reason for giving feedback and marking work is to; value pupils' learning and effort, identify areas for development or next steps ensuring pupils know how to improve, and evaluating how well the learning task has been understood.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. This process is recorded either by the child or the adult as a reminder for the learner and for teachers' on-going assessments.

At St Mary's our mission statement and values are at the heart of all we do. If we are all aiming '....to be the best we can be' then it is essential that every learner must know what they are good at and what they need to do to improve.

At St Mary's C of E Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;

- Use the marking system as a tool for formative ongoing assessment;

- Improve standards by encouraging children to do their best and improve on previous pieces of work, learning by their mistakes;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular,
- Allow specific time for the children to read, reflect and respond to marking
- Build a culture of learning by our mistakes
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear steps for improvement
- Involve children in the process (whether oral or written), to ensure equality across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning intention/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and other adults across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

General

- Adults mark in blue.
- Pupils self-assess or respond to next step comments in green pen.
- Selected examples of where the Learning Intention (LI) and Success Criteria (SC) have been met are highlighted in pink.
- Selected examples of where work can be developed or improved against the Success Criteria are highlighted in green so that pupils can easily identify where improvements are to be made.
- Stickers to challenge or extend learning can be used but must be linked to the LI and SC.
- Where verbal feedback has been given, use 'verbal feedback' stamp. Ability dependent, children can record brief points next to this.

How often?

- All learning must be marked or acknowledged on a **daily basis** by an adult.
- All weekly extended writing, maths and RE must be thoroughly marked and include next steps or next step modelling for maths when an error has been made.
- A minimum of 2 pieces of Topic learning must be thoroughly marked and include next steps.

What to write?

- See flow chart Appendix 2

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

The discussion of work and direct contact with the child. This is probably the most beneficial way of moving children's learning on. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the verbal feedback stamp/record in the child's book or the book may show a modelled example of work from the member of staff.

2. Success Criteria Stickers

Success Criteria stickers must be used in all subjects and include a column for self/peer assessment.

When work is marked, it must be done so against the SC. Evidence of the SC must be highlighted in pink.

An exception is in extended writing where marking will focus on improving an element of the whole piece of writing. SC may also be omitted or chosen by the children for the purpose of 'independent' extended writing.

3. Peer Marking

From KSI, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set, such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. Children could highlight evidence of success or write a comment(s) in another child's book in green pencil / pen.

4. Self-Assessment

Children are encouraged to take ownership of their learning and assess their achievements against the SC.

5. Next Step - Comments or modelling

Personalised next step comments are to be used to extend learning and must be differentiated appropriately. This will happen in extended writing, RE and topic work. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning and highlight in green. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria in topic and RE and for flow and effect in extended writing.

In maths personalised modelling is to be used to help show where errors have occurred and how to fix the error.

'Correct' work is highlighted in pink and comments about this and next steps are recorded by the adult in blue pen (or by the child). A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"

- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".

- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes".

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

6. Effective Marking Stickers

Effective Marking Stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning objective and/or success criteria.

7 Praise

It is very important that you acknowledge good work wither through comments or stickers.

Monitoring

Marking and Feedback will be monitored termly by the Leadership and Management Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1

MARKING CODE

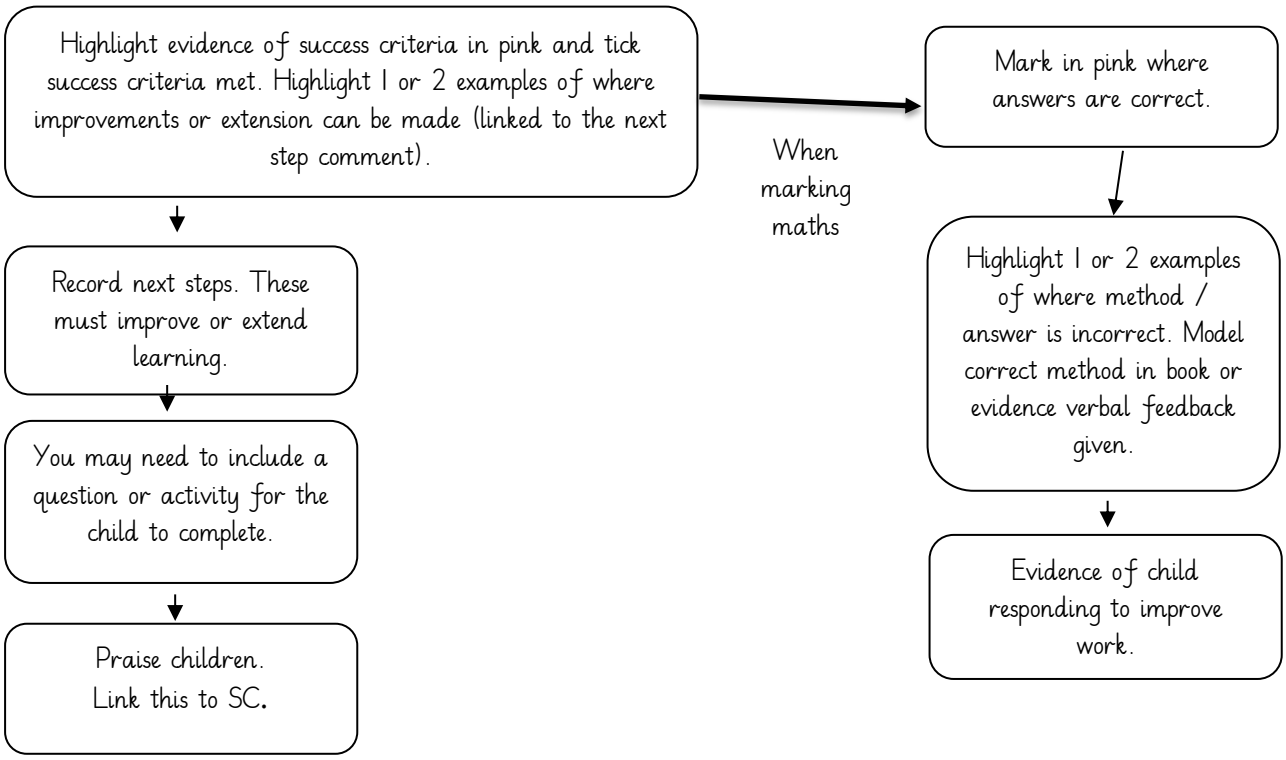
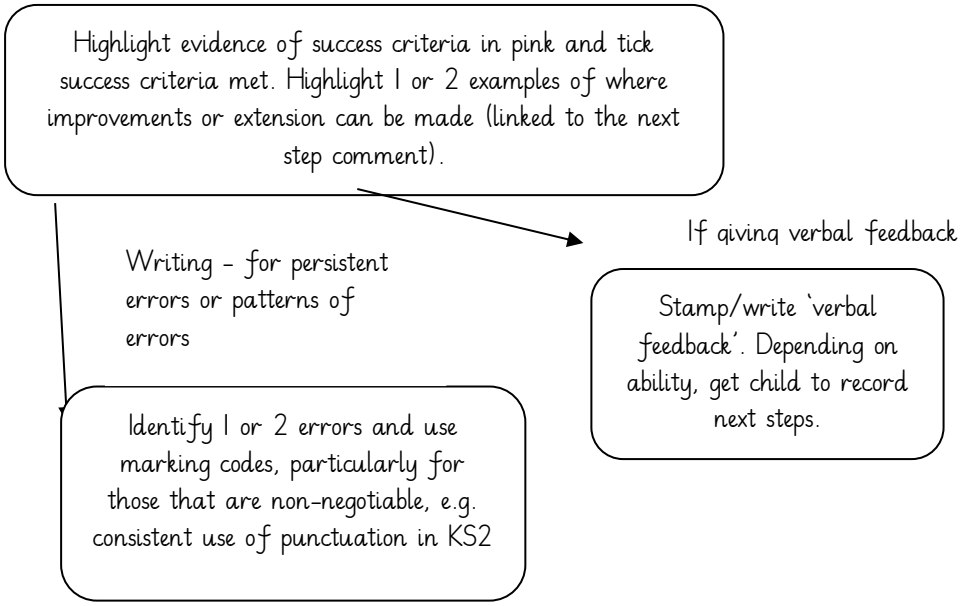
- Mark with a **blue** pen
- Children can edit work and self- mark with a **green** pen.
- Selected examples of where the Learning Intention (LI) and Success Criteria (SC) have been met are highlighted in pink.
- Selected examples of where work can be developed or improved mostly against the Success Criteria are highlighted in green so that pupils can easily identify where improvements are to be made.
- Use TA **support** to indicate where children have been supported.

Appendix 2

What to write?

Thorough marking – Next Step Marking

2 Maths, English and Topic pieces of work each week, plus weekly extended writing and RE.



Other marking