



English Martyrs' Catholic Primary School

Marking & Feedback Policy

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

Date reviewed: October 2019

Review Date: October 2020



Marking & Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard to the purpose, principles, strategy and expectations of effective marking and feedback.

Purpose

English Martyrs' Roman Catholic Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. A distinction can be made between marking and feedback, but quality is the most important factor. For the purpose of this document, marking tends to refer to written comments, whilst feedback is usually given verbally, yet the two are often inseparable.

Marking is the tool teachers use daily to find out what children have achieved, and where they need to go next to move their learning forward. There are two main reasons for marking: to give a written assessment record and to provide comments about the quality of children's work and how they can do better next time. It is usually in a written form, but can be verbal, especially for young children.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention, and the next steps necessary to improve the work.

Marking and feedback is an essential part of the learning process. This policy aims to provide standardisation and consistency of practice throughout the school so that children have a clear understanding of teacher expectations. Used effectively, marking and feedback can:

- develop children's self-esteem by praise and valuing their achievements;
- improve standards by helping children become better learners by giving a clear picture of what they have achieved, and what their next steps are;
- provide formative ongoing assessment to inform future lesson planning;
- create a dialogue which will aid progression;
- provide evidence of children's progress.

Principles of Effective marking

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to LO and success criteria
- Be responded to
- be motivating and constructive for children
- refer to what has been done well (wow,) and include the next steps (now) providing guidance on how to improve or provide a challenge if the Learning Intention and Success Criteria have been met.

- be written in a legible, continuous cursive style in keeping with the School's handwriting policy
- include a variety of approaches including assessment by peers and self assessment

Agreed Practical Strategies

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming. Where possible, teachers will provide whole class feedback and in writing lessons in particular will provide time for whole class shared editing followed by individual editing.

The greatest impact on progress comes from feedback given in the lesson and all teachers are expected to use the time during independent learning to give feedback (with acknowledgement indicated in books). This enables constant review of learning and mini plenary to be held for the whole class during the lesson where there are misconceptions (using the opportunity to address common difficulties identified with a specific group/whole class).

The following are a number of ways feedback can be given:

Verbal:

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group e.g.: when marking one piece of work or shared at the start of the lesson

For example: Teaching staff may begin the lesson with a summary (such as verbally recapping the previous learning, using photos, video or playing a recording of the child's work.) of the learning in the last lesson. Good practice would share a positive outcome and then they may pick out something that was a general misconception and address it there and then or explain that this is going to be addressed in this lesson. Staff may address individuals e.g.; Johnny! You did really well with using punctuation yesterday....can you keep this up?

Deep marking will include a Wow and a Now. This may include the school agreed marking codes or highlighting by the teacher for speed and efficiency and impact with pink (pink think) or green (green great) highlighters. A green highlighter can be used to show that evidence of the Learning Intention or success criteria has been met. A pink highlighter can be used to point out specific elements that need improving. (In Y6 and Y2 a pink highlighter should not be used if the work is going to be edited further after December).

It may pose a question, model an example or correct a misconception. Children must be given time to respond to comments and for editing work or responding to comments should use a blue pen.

Acknowledgement marking refers to ticks/comments or use of agreed marking codes that occur during the lesson.

Learning should indicate whether the learning has been guided, or supported in some way.

The following strategies have been agreed as strategies that all staff will adopt.

As a **minimum** standard:

- Writing –at least two piece of extended work in Writing should be marked in detail every half term with a Wow and a Now comment which mainly focuses on grammar and punctuation by the Teacher. Teaching Assistant/Support Assistant are expected by mark a focus group of about 6-7 children with a Wow and Now at least once a week. Each book could show acknowledgement marking throughout the week during the lesson.
- Maths – Maths and other closed tasks should be marked with a tick or a dot. Teachers should limit the amount of dots and find an alternative response if many responses are incorrect Pupils
Should be encouraged to leave incorrect answers, so they can learn from them. Some calculations or sentences that need correcting should be used as plenary or recap the next lesson.
- Religious Education - The end of unit assessment must be deep marked in RE as well as one other piece of RE during the half term. Each book should show acknowledgement marking throughout during or at the end of the lesson.
- One investigation and one other piece of science must be deep marked every half term with acknowledgement marking during lessons for the rest.
- Humanities – One piece per half term should be deep marked with acknowledgement marking throughout the half term.
- French – Rigolo sheets should be marked with the class during the lesson.
- Computing – feedback should be given during the lesson. Evidence of learning for a LA/MA/HA must be printed out and filed in the Computing evidence file.
- The Arts – feedback during the lesson; with a folder of samples of work kept by the subject led.
- Physical Education – feedback during the lesson, with photos evidence kept by the subject Lead.

Reading journals and Foundation Curriculum

Work should be marked with an acknowledgement (such as a tick, a smiley face, a stamp), marked as a whole class or with a short comment at least weekly. Some work may be peer assessed.

In All Books:

- The teacher should mark in green pen and the Teaching Assistant/Support Assistant with a purple pen.
- Supply teachers must mark all work at the end of the day **in red pen** and indicate by writing 'Supply'.
- At times, children may mark their own work, or that of others. This should be done in blue pen/pencil.
- When peer-assessing, children should initial any comments they make.
- Consistent abbreviations/symbols will be used throughout the school to highlight writing errors. These are shared with all children at the beginning of the year and displayed clearly around the classroom and are set out in Appendix One.
- Children absent for learning will have any dates of absence recorded in their books.

Peer and self-assessment

Self and Peer Assessment

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate. Any self or peer assessment will be completed in a blue pen or pencil.

Children will be trained to look at their own work with a partner with a critical eye to highlight where the success criteria has been met and have another go at improvements or correction.

Children indicate whether they consider they have met the learning intention and tick accordingly next to the learning intention and giving themselves or their peers a Wow and a Now with their initials.

The quality of peer assessment is monitored by the class teacher and teaching assistant.

Success Criteria Checklists

Sharing learning outcomes and success criteria enables children to be clear about what they are expected to learn and how they can be successful. Success criteria should be linked to learning intentions shared with children and may include columns for self/peer assessment and teacher assessment. Y2 and Y6 (after December) need to be careful about how specific these are because of the expectations for independence.

Feedback from practical learning

Where learning is not being recorded in books and subject to a 'focus group', evidence of learning can be detailed in the child's book through the use of photographs or comments by the Teacher or support/teaching assistant of the learning that has taken place.

Handwriting/Spelling

Teachers and support staff should correct any instances of incorrect letter formation/spelling of key words as they occur during the teaching time, for immediate impact. Particular attention should be paid to the correct spelling of days/months and the expectations for spelling for Y1/2, Y3/4 and Y5/6.

Monitoring




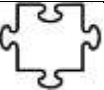
Marking and Feedback will be monitored according to the monitoring schedule each half term. This forms part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Inclusion

To ensure marking is meaningful and accessible, children with SEND will use the most appropriate marking codes.

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.

Marking code – Years 1 and 2	
✓	correct
.	incorrect – check your answer
~~~	check it makes sense
sp	check your spelling
VF	verbal feedback given
→	next step
	Sounds
	finger spaces
—	Write on the line
	Think, talk, and write
	Connectives

Marking code – Years 3, 4, 5 and 6	
✓	correct
.	incorrect – check your answer
//	new paragraph needed
^	missing word
~~	this does not make sense
sp	check your spelling
Ⓒ	missing capital letter (letter circled and underlined)
P	punctuation error
G	check Grammar
V F	verbal feedback given

