

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Marking and Feedback Policy

Mission Statement

At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

Marking Policy

Improving learning through assessment is aided by the provision of effective and constructive marking and feedback to every child. It focuses on success and improvement and enables children to become reflective learners. Marking and feedback is an important element in assessment for learning. At St. Francis of Assisi, we believe that marking children's work and providing formative feedback is a vital element in making an assessment of children's learning and indicating future targets for improvement. It enables teachers to identify and share with children what they have done well and what they need to do next to improve further.

Aims

We aim to:

- Mark work against the Learning Objective, Success Criteria and/or Targets previously set.
- Be regular and manageable
- Provide feedback for the children to facilitate improvement, to correct errors and to record success and effort
- Ensure that the learning objective and marking criteria have been shared with the pupils.
- Provide written comments related to the learning objective that recognise achievement, are positive, realistic and indicate the next steps in their learning.
- Provide time in lessons for children to reflect on the teacher's marking and comments and respond to them
- Provide the on-going assessment that should inform future lesson-planning and target setting
- Show we value children's work, and encourage them to do the same
- Give recognition and appropriate praise for achievement and progress
- Be seen by the children as a positive way of improving their learning, gauge their understanding, and identify any misconceptions
- Be a dialogue between teacher and child , and have an impact

General guidance

Marking and feedback must be appropriate to the age and stage of development of the child.

All work should be acknowledged, should be dated, and should indicate whether supported.

Marking needs to be regular, kept up-to-date, and promptly returned to the child. Ideally, it should be done before the next lesson in that subject in order to inform planning for next steps, although this may not always be possible for longer pieces of work. Common errors should be noted in planning and addressed as appropriate.

Wherever possible, marking and feedback should be related to a clear learning objective, which has been shared with the children. This may mean that some aspects of writing are unmarked.

When appropriate, children may mark their own or another child's work, but the teacher should review this marking where necessary.

Children should be encouraged to assess their work ahead of final marking, using success criteria provided by the teacher. This helps the children to self-reflect at each step of the learning process. In addition, the children could indicate where they think a particular target has been achieved.

Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement, although teachers should remember that stars or stickers on their own do nothing to close gaps or bring about improvement.

Where work has been set by a supply teacher, it should be marked according to school policy, with general feedback given to the class teacher. A teaching assistant may also give feedback.

Teachers should use a **blue pen** when responding to children's work and write neatly and legibly as an example to the children. Expectations for grammar, punctuation, handwriting and spelling should be modelled by the teacher, and children must be able to read and understand comments made.

Marking must convey that a child's effort is valued, and the use of post-its, comments in the margin, codes, underlining and / ticking, encircling or highlighting an appropriate minimum of items will ensure the presentation of children's work is not spoilt by the adult writing all over it.

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

Quality work may be celebrated and shared with the child's own class, other classes or teachers, and Head Teacher.

Giving strategies for improvement

Through discussion, children need to be made aware that marking is a way to help them improve their learning.

Comments should be appropriate to the age and ability of the child, and may vary across year groups and Key Stages. SEN issues should also be taken into consideration when commenting on work.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and given as soon as possible.

Work should be marked sensitively and with discretion, and children should be expected to assimilate a limited number of corrections at one time. In order for marking to have the maximum impact **it should mainly focus on next steps or further explore understanding related to the success criteria**. Attainment in relation to the learning objective should also be commented on, but this may be in the form of a simple sentence or mark e.g. *Objective met!*

The adult response to children's work may take the form of oral feedback. In the case of oral feedback, the teacher should initial and/or tick the piece of work **indicating clearly that verbal feedback has been given (VF) (See Marking Key)**. We recognise that oral intervention / feedback may be more appropriate than written feedback in EYFS and Key Stage 1, **but is of equal value in KS2**.

When work has been quality marked, children may be required to correct their work (particularly in Key Stage 2) at the start of the school day, during registration time or at another time deemed suitable by the class teacher. Children who have no errors may be given a question/ challenge to extend their learning during this time.

Different types of marking and feedback used at St Francis of Assisi Catholic Primary School

Marking children's work can have different roles and purposes at different times and can involve both written and oral feedback.

Verbal Feedback

We recognise the importance of children receiving regular verbal feedback.

Verbal feedback can take the form of:

- discussion between the teacher and the child/group/class while the work is being carried out
- discussion between the teacher and the child/group/class when the work is completed or returned
- common errors addressed during a whole class/group session rather than individually.

Children of all ages need verbal feedback, but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Summative marking and feedback

Closed tasks or exercises can be marked using ticks or crosses. For example, spelling, mental maths or other tests, or grammar and punctuation activities.

This is particularly appropriate for pieces of work, which are designed to allow children to practise and consolidate learning. When appropriate, children may self-mark in class or group session.

Formative (Quality) feedback / marking

Not all pieces of work can be Quality Marked. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention. Quality marking should be planned for so that it is kept manageable.

What is Quality Marking?

- Quality marking will usually involve distance marking, and should be used when a child has completed a substantial piece of work, **and the marking will lead to children making further improvement**, either of the initial piece of work, or in subsequent pieces.
- Marking should focus on both the successes against the learning objective or success criteria and quality needs.
- Children must be given time to respond to the quality marking as soon as possible after it is given.
- When quality marking teachers will:
 1. Read the entire piece of work.
 2. Highlight examples – **GREEN FOR GOOD** - where the child has met the learning objective.
 3. Provide a focused comment, verbal or written - **Think Pink** - which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Symbols for Annotating Children's Work

Work will be highlighted to inform the pupil where they have succeeded, and where they need to improve.

Green for Good - Highlighting in green identifies where success criteria have been met.

Think Pink - Highlighting in pink shows where improvements could be made based on the Learning Objective. Where pink is highlighted this should be used as the focus for comments/next steps.

For work marked by an adult other than the class teacher, initials should be added.

Children should respond to marking or next steps in **PINK** and teachers mark in **BLUE**.

Where possible, incorrect answers should be indicated by drawing a space for the child to have another attempt at finding the correct answer rather than using a cross.

Answers are ticked or crossed as appropriate in **BLUE** pen.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson for children to respond to comments made by the teacher.

Progress Stamps

To ensure that all children are making effective progress, over the course of each term, children's books in Numeracy and Literacy should be stamped at least twice half-termly to show where progress has been made. Progress stamps can be obtained via the Assistant Head. These stamps should be accompanied with a record/explanation - set up in a different file - of why the progress stamp has been used to record progress in children's books. Progress stamps will be used as a focus for discussion during Pupil Learning Review Meetings.

How do children evaluate their own learning?

Self-marking

Self-marking is used as an effective tool to enable children to identify their own areas of strength and be able to identify any improvements that could be made. This strategy suits the marking of closed tasks, but also benefits older children who can be taught to mark their own and anonymous pieces of writing using simplified marking criteria

At KS 1 learning intentions and success criteria are usually shared orally with children, or stuck into their books, (although children in year 2 may write the learning intention in their books should the class teacher feel it is appropriate) and they use these to evaluate their work with increasing independence as they move through Year 1 and into Y2.

In KS 2, children write learning intentions on their work*.

**There may children with limited writing skills who need to have the learning objective written for them by an adult, or have printed learning objectives to stick into their books.*

At the end of lessons, they are asked to evaluate whether they feel they have met the learning intention.

Teachers also provide (and increasingly involve the children in formulating) specific or generic success criteria check lists to refer to, either as they work, or when they have completed a piece of work.

Peer Marking

Sometimes in KS1, and increasingly in Key stage 2, children mark each other's work. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the peered marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out things that they like first and then suggest ways to improve the piece but only against the learning intention. The 2:1 success to improvement ratio should be followed to avoid over criticism.

Shared Marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the white board. This enables the teacher to model the marking process, and teaches particular learning points at the same time.

What about correcting handwriting, spelling, punctuation and grammar?

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up. Teachers should use their discretion when deciding how many spellings to correct, depending on the age and ability of the child, as well as the context of the piece of work.

Not every spelling, punctuation and grammatical error will be marked in every piece of writing, but common errors may be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target, then children will be expected to attempt to meet their targets: e.g. when an adult feels that a child can correct a spelling he or she will circle the word (or part of the word) the child has spelt incorrectly in order for them to attempt to correct it. Subject specific vocabulary which children might be expected to know should be corrected.

Children are given feedback about the elements that the teacher has asked them to pay attention to, or which is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

Teachers will comment on handwriting and presentation in the following cases:

1. if handwriting and presentation are unacceptable;
2. if handwriting and presentation particularly show significant improvement;
3. if handwriting and presentation are particularly good.

How do teachers in the foundation stage mark children's work?

Teachers focus on giving oral feedback to the children, but may write a comment with the child. Foundation Stage practitioners also write comments on the work as part of the process of gathering information for the Foundation Stage Profile.

Frequency of Marking

Focused quality marking, where teacher comments and a next step help the child in 'closing the gap' between what they have achieved, and what they could have achieved against the success criteria, **should take place in English and Maths at least once a week.**

English

Closed tasks or exercises

Marking usually consists of ticks and crosses where the answer is either right or wrong. The children, as a class or in groups, can also mark this. This type of activity should be marked as soon as possible before the next lesson so that both individual and common errors may be addressed.

Longer pieces of writing

Ideally (although there may be times when this is not possible), **at least one piece of work per child per week should be quality marked.** This may not be the same piece of writing for each child. This piece of work may sometimes be taken from another subject area.

Maths

It is desirable (although not always possible) that maths marking should take place before the next lesson so that individual and common errors may be addressed and planning/grouping adjusted as necessary.

The quality of marking is crucial. Incorrect responses should be indicated, although a simple 'X' is of little assistance to a child and misconceptions should be addressed in future lessons. (This may take the form of oral feedback).

Additional information

- Teacher to write in blue pen- every piece of work needs to be acknowledged by the teacher even if it has been marked in LSA group. Marking all books will allow the teacher to review progress in the lesson enabling flexible groupings for the following day.

- Children to respond to next steps in pink pen. Pink pen also used for self/peer marking. No code should be used for this. Teacher should always mark pen pink responses.
- Children should record at least three times a week. All pieces marked. Every piece highlighted with pink and green pen and stamped if objective has been met. It is essential that every lesson children receive feedback on what when well/not well to improve their learning. If something is wrong and highlighted pink there is an expectation that this is corrected and checked by the teacher.
- Where the child has got the whole lesson incorrect, acknowledgement of how this will/has been addressed must be evident. Post it notes/ white sticky labels are a good way of evidencing support given as well as the child's participation, understanding or misconception.
- No other codes other than the above should be used.
- Children should self-assess every piece of work using a traffic light system of green, orange, red or provide a written comment to indicate their confidence/ability to complete the work in the lesson.

Deep marking:

- Once a week a deep mark will take place- structured feedback and next step e.g. what they did well and how they can improve their learning, or corrective marking e.g. wrong method used here try again. When giving a next step it is essential that this moves the children on e.g. reasoning task or variation. Use resources such as White Rose progression maps for reasoning questions which require the children to explain or prove their answer. Ensure that they link to the learning which has taken place in the lesson and moves the learning on. This must be marked by the teacher.

Examples of next steps:

NS True or False? 324 is a multiple of 9? Explain how you know.

NS Show the value of the digit 4 in these numbers?

3041 4321 5497 Explain how you know.

Religious Education

Work should be marked against the learning objective, and as soon as possible before the next lesson, so that where there are 'Green for Good' and 'Think Pink', the child are able to respond whilst the theme of the lesson is still concurrent. Many 'Think Pink' – particularly in KS2 - will invite children to reflect and endorse their own personal experiences. However, in KS1 this will be less frequent as Verbal Feedback will be more prominent. **Ideally (although there may be times when this is not possible), at least two pieces of work per child, per topic, should be quality marked.**

Science

Work should be marked against the learning objective, and as soon as possible before the next lesson, so that where there are 'Green for Good' and 'Think Pink', the child are able to respond whilst the theme of the lesson is still concurrent. Many 'Think Pink' – particularly in KS2 - will invite children to develop their thinking skills. The dialogue between pupils and the teacher should be thoughtful, reflective and focused to evoke and explore understanding

and thinking. **Ideally (although there may be times when this is not possible), at least two pieces of work per child, per 1/2 term should be quality marked.**

Other areas

Work should be marked against the learning objective, and as soon as possible before the next lesson in that subject, so that both individual and common errors and misconceptions may be addressed, and planning adjusted accordingly. Sometimes written work may be quality marked as part of a literacy focus. Subject specific spelling errors may be highlighted, and expectations for marking punctuation, grammar, handwriting and presentation should be the same as in literacy.


The majority of feedback in Art and DT will be oral, as work progresses, although written feedback on the final product may be provided.

In PE and music, praise is vitally important for confidence building. In these subjects, much of the child's work is ephemeral – involving talk, movement or music and feedback will be oral.

In helping children to develop ICT skills, teachers need to focus on the process – not just outcomes. There is potential for peer group strategies to work particularly well here and teachers can often provide the best feedback during discussion or when setting tasks to highlight an understanding of particular concepts which a piece of software uses.

SEE MARKING KEY BELOW

Marking Key

Code	Explanation
	You have met the objective
SP	Spelling mistake
VF	Verbal Feedback
I	Independent work
NS	Next Step

AS	Adult support
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Reviewed July 2018

Next Review July 2019