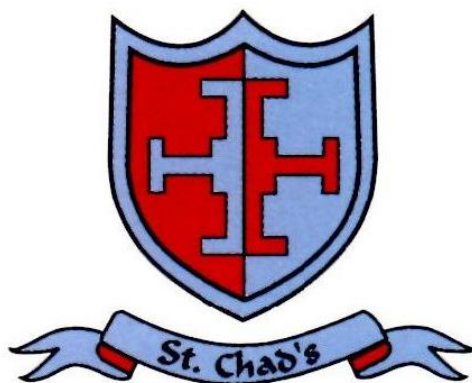


St Chad's Catholic Primary School



Marking & Feedback Policy

**Written by the Senior Leadership Team on behalf of, and following
consultation and discussion with, all staff.**

May 2021

Review date: May 2023

MARKING & FEEDBACK POLICY

St. Chad's Catholic Primary School

This policy complements the Teaching and Learning policy at St Chad's Catholic Primary School. It is a vital component in maximising the full learning potential of all our pupils.

The aim of Feedback and Marking is to lead to improvement in pupils' understanding and work.

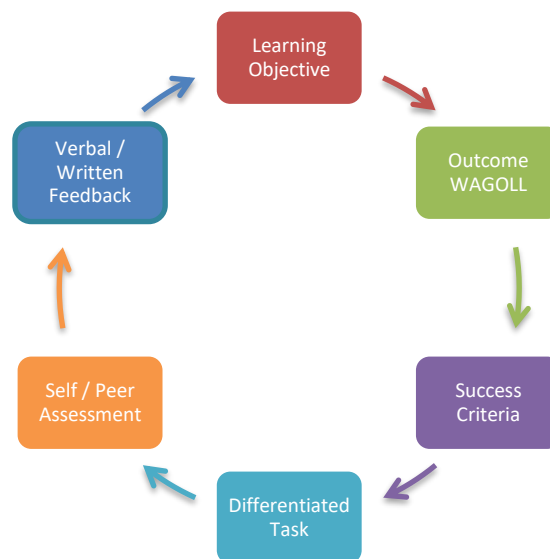
Principles

- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take into account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B)
- Feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take any of the following forms;
 - Annotated notes on plans
 - Observations in Learning Journals
 - Summary notes on pupils' work
 - Summary notes written by pupils
 - Stamp to indicate oral/verbal feedback has taken place
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- pupils should be able to read and understand the comments or have the comments explained to them
- comments should be spelt correctly
- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B).

Prompts:

Closing The Gap Prompts (these may be both verbal and non-verbal):

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Expectations:

- Each piece of work will be marked by an adult. Any work assessed by pupils will be acknowledged and checked by an adult (see Appendix A r.e. codes and colours) and any misconceptions corrected. This may take the form of verbal feedback.
- All work will be marked by the next lesson in that particular subject.
- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for improvement / development.

- **In English:**
 - **Grammar, Punctuation and Spelling**
 - Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age-related expectations for most pupils. High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Where a teacher indicates a spelling mistake, children from Year 4 upwards will use a dictionary to correct it (NC objective for Y4).
 - Further improvements will be noted, including reminders, prompts, wishes etc.

- **In Mathematics:**
 - Correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the teacher with pupil as soon as possible (if possible, during the lesson).
 - Circles indicate *where* misconceptions/errors occurred

- **In other areas of learning:**
 - Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based.
 - In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books (see marking codes).

SEE ALSO:

Feedback & Marking Policy

EYFS Policy

Curriculum Policy

Appendix A – marking codes

Marking Codes – EYFS

In the Early Years setting, it is appropriate for children to only receive verbal feedback. Prompts relating to this are written for future evidence and information.

Marking Codes – KS 1 & 2

Learning Objective (LO) must be written for every lesson (except KS1 Maths, where it is orally shared with children)

Adults mark successes with ✓

Adults mark incorrect answers with a dot.

In Maths, a circle around work indicates where a misconception/error occurred.

VF or ‘Verbal Feedback’ stamp – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is expected that adults add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

‘Independent Work’ stamp – independent work completed by the child if not a regular occurrence by that child

‘Adult Assisted Work’ stamp – support given

‘Learning Objective Achieved’ stamp – LO achieved in that lesson

‘Read and Respond’ stamp – to indicate where a teacher has asked the child to respond to their marking.

Adult marking and written feedback is given in coloured pen (see below). Adults other than the teacher will initial the marking and feedback.

Pink pen = feedback about what was good

Green pen = feedback about what could be improved

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

Grammar, Spelling and Punctuation Marking Codes:

(These are introduced when a child is capable of understanding and responding to the codes to support improvements. In most cases this will be in KS2)

Marking Symbol/Code	Meaning
<u>speling</u>	Spelling mistake (children in Year 4 upwards will use a dictionary to correct errors where appropriate)
○	Punctuation error (either omission or incorrect use)
_____ (‘G’ in margin)	Grammar error (sometimes a whole phrase or sentence)
/	New line required
//	New paragraph required
^	Missing word

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

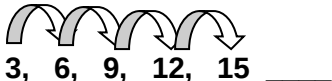
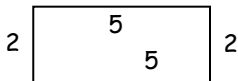
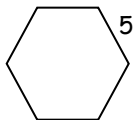
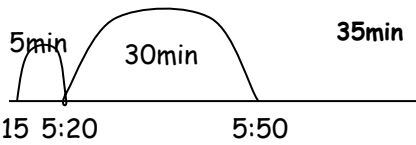
Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)

Appendix C: Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
LO: To describe a character You have begun to build a picture of your monster, but tell me more about what type of monster he is.	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.	Instead of the word 'bad' you could use: • Terrifying • Ferocious • Spine-chilling
LO: To choose the operations needed to solve a problem You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.	3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times ? =$	6 bricks at 10cm high. Instead of the repeated addition you could try multiplication $6 \times 10 =$
LO: to describe a setting You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?	You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?	How did the sun shine? Could you use any of the following: • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
LO: to use appropriate symbols in simple formulae The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'	Is $(10+5)-6$ greater or less than $(10-5)+3$?	$(10+5) - 2 > (10 - 5) + 6$ but $(10 + 5) - 2 < (10-5) + 9$ Have another go at the ones I have highlighted.

Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list Work out the pattern first: +3 +3 +3  3, 6, 9, 12, 15 ____	Can you explain this pattern? 25, 22, 19, 16 What would be the next two numbers in the pattern?	4, 8, 12, 16, Circle the next number in this pattern: 18, 24, 14, 20 Explain how you know that 20 would be the next number in this sequence.	Can you create your own sequence and explain the pattern? Create your own sequence with 5 in the middle. How many different ways can you do it? 5
LO: to solve problems involving calculating a perimeter To find the perimeter..... Remember: perimeter is a measure of the length or distance around a shape.	Find the length of each side  Add all the sides together. $2 + 5 + 2 + 5 = 14$	 What would the perimeter of this regular shape be... Why? 20, 30, 40,	If the perimeter of my rectangle is 24 cm, how many ways can you draw it?
LO: to work out how long it takes to do something if I know the start and end times Remember there are 60 minutes in an hour not 100. Try question 3 again.	This time line calculates how long it is between 5:15 and 5:50.  Can you work out how long between 6:10 and 6:55?	Use a time line to work out how long is it between 10:40 and 11:15? Is it: 1 hour 35 mins, 75 mins, 35 mins	If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?