



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

FEEDBACK AND
MARKING
POLICY

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<u>AGREED: JANUARY 2017</u>	<u>NEXT REVIEW: JANUARY 2018</u>

St Charles' Catholic Primary School

Feedback and Marking Policy

At St Charles' Catholic Primary School consistently high quality, constructive feedback and marking is used to support pupils to make progress. It ensured that pupils' learning is valued as well as identifying areas for development. Quality marking creates a dialogue with the learner, who is actively involved in the process.

Feedback and marking should:

- Relate to learning objectives which have been shared with the children;
- Involve all adults working with the children;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Take account of the child's previous level of achievement;
- Respond to individual learning needs (eg: one to one marking);
- Inform future planning and individual target setting;
- Be readily understood by the children;
- Use consistent codes throughout the school;
- Be seen by the children as positive and guiding their learning;
- Allow specific time for children to read, reflect, respond to marking and ask for clarification.

Marking Strategies Including Assessment for Learning: Summative Feedback/Marking

This will usually consist of ticks and correction marks and is associated with closed tasks or exercises.

- Not all spelling mistakes will be identified. The number will vary depending on the age and ability of the child. Professional judgment is important here.
- Children are expected to correct some mistakes, particularly in spelling and number work.
- The school marking code is applied.
- Marks are recorded in a positive way (i.e: the number of correct answers in a maths test should be recorded).
- The children will know before they start a piece of work what features the teacher will pay particular attention to when marking.

Formative Feedback and Marking

With oral feedback, in the course of a lesson, teachers' comments to children focus firstly on the learning objective. Comments about aspects of presentation, spelling and punctuation in lessons, which are not directed specifically at these issues, are dealt with quietly and discreetly with individual children.

Success Criteria Marking

In quality marking the emphasis is on both the success achieved against the learning objective and identification of the next steps to success.

Focused comment should help the child with closing the gap between what they have achieved and what they could have achieved:

Writing

With English narrative writing, acknowledgement marking (use of codes) and in-depth marking are used. Success and improvement are pointed out verbally or in **written** form.

- A **Reminder** prompt (e.g. 'What else could you say here?' 'What else could you say about the prince?').
- A **Scaffold** 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: He ran round in circles looking for the rabbit. The dog couldn't believe his eyes').

Cross Curricular/Applied Writing

The content of this writing is marked against the subject-specific criteria; that is, the learning objective taught in the History/Science/Geography/RE lesson

Mathematics

Feedback and Mmarking will include:

Modelling the skill

Questions that allow learners to apply skills

Questions that deepen understanding of the same content

Correction of Spellings

Put an S through the word, teacher to write the correct spelling at the end of the piece of work, with the child rewriting the word and also writing it into their spelling dictionary or note book.

Some KS2 pupils will reinforce learning through use of dictionary.

Secretarial Features

Spelling, punctuation, grammar, are not emphasised for every piece of writing because children cannot effectively focus on too many things at once. When work is finished the children are asked to check for things they know are wrong in their work when they read it through.

These secretarial features are continuous objectives and discrete teaching of those appropriate to task as an oral starter would support learning.

Feedback is only given related to the agreed learning outcomes. This will mean that some aspects of writing are unmarked. All objectives will be addressed over time.

Self Marking

Children are asked to self-evaluate where appropriate. Children can identify their own successes and look for improvement points. The lesson's plenary session may focus on this process and support **AfL** strategies.

Self marking is expected to become more detailed as pupils progress through KS2.

Shared Marking

An anonymous piece of work from a child may be used to mark. This models the marking process and teaches particular points at the same time.

Another strategy we will use is to show a piece of levelled work with the same title and discuss the strengths and next steps.

Paired Marking and Talking Partners

Especially in UKS2.....

Before the end of lessons, children may sometimes be asked to mark work in pairs.

The following points are important:

- Ground rules (e.g. about listening, interruptions, confidentiality, etc.) need to be established with the class.
- Children may alternatively be asked to point out what they like first, a highlighter pen may be used before suggesting ways to improve the piece of work, but only against the learning intention and not spellings etc: A 3:1 success to improvement ratio is followed, to avoid over criticism.
- Pairings are generally ability based.
- A dialogue between children is encouraged rather than taking turns to be the teacher. They should discuss each other's work together (e.g. 'I think this bit really shows how the character feels, what do you think?')
- Time is allocated towards the end of lessons, or throughout (to clarify misconceptions) as appropriate, to mark with the whole class or in pairs.
- Marking codes are used as appropriate.

Whole School Marking Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful and all staff should adhere to the following St Charles' Catholic Primary School Marking Code.

The agreed code is displayed in every classroom so that all children are aware of the meaning of the various markings wherever they are taught.

Key Aspects Of Feedback and Marking

The main emphasis for marking feedback is to give information to the children about how well they did against the learning intention and NOT for parents or an inspector. Teachers should use green pens for marking. All comments must be legible, in line with the school handwriting scheme and all comments must be grammatically correct.


1. Don't give too much feedback; give feedback on where the pupil achieved the success and where they could improve against the learning intention.
2. Where appropriate to support progress/learning, children have set lesson time to read marking comments and set time to make small focused improvements.
3. Ensure that **at least once a week** (for Maths and Literacy), the teacher writes a comment to support the pupil's next steps and where appropriate allow teacher/pupil discussions for these next steps

Ensure specific strategies are given on how to improve rather than just reiterate the learning intention. Eg. Instead of 'You need to give a better description here' better *advice* that focuses on HOW to improve the description would be 'What was the prince wearing/ could you describe the prince's face'.

Assessment For Learning:

- Use of AfL 'Peer Marking' & 'Peer Questioning'.
- Talking Partners will be encouraged so learning is reinforced.

MARKING CODE

vV	LO met
v	LO partially met
X	LO not met
I	Independent work
T	Teacher support
LSA	LSA support
V	verbal feedback given
Sp	Spelling
P	Punctuation
FIX	Fix identified error
NS	Next step (KS2)
	Next step (KS1)