



**ST MARY'S RC PRIMARY SCHOOL**

## **Marking and Feedback Policy**

*At St. Mary's we live and learn, sharing God's love*

### **Our Mission**

**As a Catholic school community we strive to live as a Christian family, showing our love for God in the way we treat each other with dignity and respect, and by promoting the development of each child as a unique individual.**

*A copy of this policy can be obtained on request from the school office*



## **MARKING & FEEDBACK POLICY**

### **St Mary's RC Primary School**

This policy complements the Teaching and Learning policy at St Mary's RC 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.**

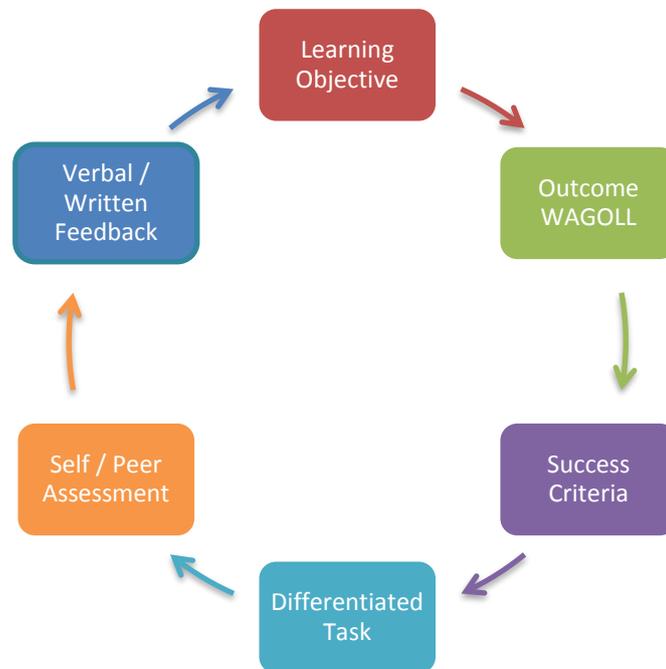
### **Principles**

- 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 (e.g. 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
  - Summary notes on pupils' work
  - Summary notes written by pupils
- **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). Ensure vf is noted with a comment.
- **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
- the school handwriting policy should be followed when writing comments
- **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). Peer marking should be completed in green pen.

## Prompts:

### **Closing the Gap Prompts:**

- **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

### **E.g. LO: to use adjectives to describe**

**Reminder prompt:** You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

**Scaffold prompt:** What kind of monster was he? Change 'bad' for a word which makes him sound scarier.  
He was a ..... monster with teeth like.....

**Example prompt:** Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

### **E.g. LO: To identify the calculation needed to solve a problem**

**Reminder prompt:** You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

**Scaffold prompt:** 3 bags of sweets at 25p each. Instead of  $25+25+25=$  you could calculate  $25 \times ? =$

**Example prompt:** 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:  
 $6 \times 10 =$  or  $10 \times 6 =$

## Expectations for all Key Stages:

- Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult (see Appendix A re codes and colours).
- All work will be marked by the next lesson in that particular subject.
- 'Fix it' time will be facilitated as and when needed and should be completed before the next lesson – time needs to be given to 'fix' the green for growth areas of development (this could be done during independent activities each morning or at the start of the next lesson).
- In EYFS/KS1 children's home reading is recorded in their home reading log. This should be signed by parents and parental comments are welcomed.
- In KS2, the children record their home reading in their home reading record. We welcome comments from parents. It is also recommended that the children write comments based on the prompt sheet in the back of their home reading record book. E.g. 'The part I liked best was... because...' (See Appendix C).

## Marking and Feedback in Religious Education

In EYFS verbal feedback is given during adult led activities. For some activities, more detailed focused activity sheets are completed to record children's learning. A portfolio of annotated work from each topic including for example, photographic evidence is built up during the year. To show links with the Characteristics of Effective Learning and Areas of Learning and Development evidence grids are completed (taken from the Archdiocesan Assessment book on the website). There should be at least 2 pieces of written evidence in KS2 and KS1 per week in RE. At least one piece should be quality marked with detailed pink and green comments. The green comment must

be linked to the 'driver' words. The second piece of work should be marked using the range of marking approaches (outlined above). All pieces of work should include grammar, letter formation and spelling corrections using the agreed format.

### Marking in English

- During creating interest, reading, gathering content and short writing opportunities work should be marked against the objective. This should be done using a range of marking approaches (see above) using tickled pink for positive comments and green for growth fix it comments. If the child hasn't achieved the LO in the lesson, the marking and feedback needs to address this. The child then needs to respond to this during fix it work. If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils; the errors will be addressed in the next lesson. This should be recorded in books with INT (Intervention) or NL (Next lesson) and highlighted with a green highlighter.
- In addition to this you will need to provide opportunities to challenge and extend learning where appropriate. All work should identify spelling, punctuation or grammar errors that have previously been taught.
- During the writing phase improvement marking and feedback should occur daily. Successes and improvements should be highlighted and fix it time given daily for children to act upon the improvements prior to the next lesson.
- Independent writing to have a positive comment showing a connection to the work written. E.g. I like how you have used adjectives to describe the main character; it makes the giant come alive. I especially like...
- Further/Cross curricular writing to be marked against the success criteria linked to the subject.
- For work that the pupil has edited themselves during the editing process or following self-assessment, the pupil will use a coloured pencil to indicate the changes and editing that has taken place.

### Marking and Feedback in Maths

All work should be marked by an adult. This should be done using a range of marking approaches (see above) using tickled pink for positive comments and green for growth fix it comments. If a child has achieved the LO, then this will be acknowledged with an upwards arrow. If the child hasn't achieved the LO in the lesson, the marking and feedback needs to address this. The child then needs to respond to this during fix it work. In addition to this you will need to provide opportunities to challenge and extend learning where appropriate.

Often the most effective marking and feedback is feedback that is given during the lesson.

OFSTED say: There is a need for teachers to **circulate effectively** during the lesson to hear / see and respond with immediacy to what pupils are doing and thinking. This enables intervention and feedback to happen at the point of learning.

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils; the errors will be addressed in the next lesson. This should be recorded in books with INT (Intervention) or NL (Next lesson) and highlighted with a green highlighter.

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). Any fix it work will be identified in green, in line with school policy. Where the LO has been successfully

achieved, this can be indicated by highlighting LO with a pink highlighter at the top of the piece of work.

When a pupil marks their own work they will use a coloured pencil to do so.

### In Other Areas of Learning

- Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based.
- When writing has taken place, this needs to be marked with the same rigour as any piece of writing e.g. grammar, punctuation and spelling. At least one piece of topic work will be quality marked (pink and green marked) every week other than writing weeks. Other pieces of work should be marked using the range of marking approaches (outlined above). All pieces of work should include grammar, letter formation and spelling corrections using the agreed format.
- Pupils will be given time to respond to any improvement comments in their work 'fix it time'. This should be as soon as possible and certainly before the next lesson in that subject.
- When pupils are given a fix it, they should respond in **red** so that their response is clear.
- '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. Not just 'well done' but a comment related to the learning objective or work completed.

### Marking in Handwriting, Guided Reading and Homework

Work in these subjects / areas does not need to be pink and green marked.

### ALL WORK:

#### Grammar, Punctuation and Spelling (EYFS to Year 6)

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.

- Pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times. This is a non-negotiable expectation that should be adhered to in all pieces of quality marked and everyday marked work.

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.

#### Handwriting and Presentation

The handwriting scheme (Penpals) must be adhered to by pupils and adults. Any incorrect letter formation must be corrected and the correct formation modelled for children to see.

Good standards of handwriting and presentation must be expected in all subjects, not just English work.

#### Teacher and pupil self-assessment

At the end of a piece of work the pupil will self-assess against the LO. They will record this in the form of an arrow next to the LO at the top of the piece of work. Similarly the teacher will assess in the same way and this will be recorded at the bottom of the piece of work.

**Review:** This policy was updated on 1<sup>st</sup> September and will be reviewed by September 2018 or sooner if required.

## Marking Codes – EYFS/KS1/SEN

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher. It is necessary to add a word or short comment to explain the focus of the dialogue so that improvement can be checked by adults.

**I** – independent work completed by the child

**S** – support given

**G** – guided group work

**INT** – Intervention

**NL** – Next lesson

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in black

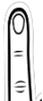
TAs & supply written feedback is given in purple

Fix its to be completed by children in red

**C** Capital letter



Capital letter not needed



Space between words

^ Word missed out

**Sp** Spelling mistake – sp over the word, correction at the bottom of work

. Full stop

**Stamps, stickers and smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved. **Anyone marking work other than the class teacher must initial the work they have marked.**

## Marking Codes – KS2

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher. It is necessary to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

**I** – independent work completed by the child

**S** – support given

**G** – guided group work

**INT** – Intervention

**NL** – Next lesson

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in black

TAs' written feedback is given in purple

Fix its to be completed by children in red

**C** Capital letter

 Capital letter not needed

.

Full stop

^

Word missed out

**Sp** Spelling mistake – sp over the word, correction at the bottom

**P** punctuation

~~~~~**G** grammar

/

new line

//

new paragraph

**Anyone marking work other than the class teacher must initial the work they have marked.**

## 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:**

### **KS2 Self Evaluation Prompts for Home Reading Record book**

These prompts must be stuck into the back of the reading diaries for the children to use at home.

**I liked the part where...**

**My favourite moment was when...**

**... was interesting because...**

**These were my favourite adjectives... because...**

**I didn't like... because...**

**The author created interest by...**

**This text form is my favourite because...**

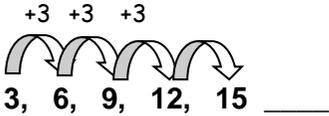
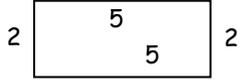
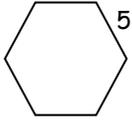
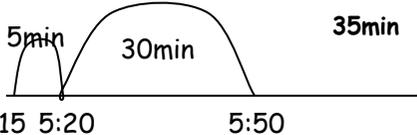
**I struggled with ...**

**The author's use of ... was fantastic because...**

**I liked the character... because...**

## Appendix D: Closing the Gap Marking Prompts - Examples

| Reminder Prompts                                                                                                                                                                                        | Scaffolded Prompts                                                                                                 | Example Prompts                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>LO: To describe a character</b></p> <p>You have begun to build a picture of your monster, but tell me more about what type of monster he is.</p>                                                  | <p>What kind of monster was he? Change 'bad' for a word which makes him sound scarier.</p>                         | <p>Instead of the word 'bad' you could use:</p> <ul style="list-style-type: none"> <li>• Terrifying</li> <li>• Ferocious</li> <li>• Spine-chilling</li> </ul>                                                                                                       |
| <p><b>LO: To choose the operations needed to solve a problem</b></p> <p>You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.</p>          | <p>3 bags of sweets at 25p each. Instead of <math>25+25+25=</math><br/>You could do <math>25 \times ? =</math></p> | <p>6 bricks at 10cm high. Instead of the repeated addition you could try multiplication<br/><math>6 \times 10 =</math></p>                                                                                                                                          |
| <p><b>LO: to describe a setting</b></p> <p>You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?</p>                               | <p>You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?</p>  | <p>How did the sun shine? Could you use any of the following:</p> <ul style="list-style-type: none"> <li>• The sun shone brightly</li> <li>• The bright sun cast its glistening rays over the earth</li> <li>• The sun's rays sparkled through the trees</li> </ul> |
| <p><b>LO: to use appropriate symbols in simple formulae</b></p> <p>The = sign has been used correctly in these number sentences. Remember that &lt; means 'less than' and &gt; means 'greater than'</p> | <p>Is <math>(10+5)-6</math> greater or less than <math>(10-5)+3</math>?</p>                                        | <p><math>(10+5) - 2 &gt;</math> (is greater than) <math>(10 - 5) + 6</math><br/>but<br/><math>(10 +5) - 2 &lt;</math> (is less than) <math>(10-5) + 9</math></p> <p>Have another go at the ones I have highlighted.</p>                                             |

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