

St. Bernard's Marking & Feedback Policy

At St. Bernard's we believe that feedback and marking should provide constructive learning opportunities to every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective, independent learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

Policy Principles

Feedback should:

- Be manageable for teachers.
- Be appropriate to the age and needs of the children
- Relate to learning intentions which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Allow specific time for children to read/listen, reflect and respond to marking.
- Respond to individual learning needs.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school, with set strategies in place.
- Ultimately be seen by children as a positive means to improving their learning.
- Be continuously attempting to develop the children's ability to self- evaluate.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when they focus their comments on the learning objective for the task.
- Provide children with time to act on the feedback they are given.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.

- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At St. Bernard's we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly:

FOUNDATION STAGE

Marking and feedback in the Foundation Stage will be verbal, with children being praised for success and supported to develop further. Through discussion with children all staff will ensure that children know why they are being praised and how it is relevant to their learning. Equally "moving on" comments will be used to further develop the children's skills, understanding and knowledge. Praise and "moving on" comments will be used in child initiated and adult led activities. Within the Foundation stage, children will regularly be encouraged to say what they think was good about their activity and how they think they could make it even better.

KEY STAGE 1 AND 2

- **Summative feedback/marking:** This is associated with closed tasks, such as class spelling tests, and normally requires a tick or cross. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Formative feedback/marking:** This can be either oral or written but should always be focused firstly upon the learning intention LO and personal target PT and secondly on other features. For this to be successful children need to understand both the learning intention and what they need to do to achieve the learning intention. This enables the child to know what the teacher will be looking for in the finished piece of work.

During oral feedback it is important not to give children the wrong messages – if the learning intention is using adjectives, to begin congratulating pupils on wonderful handwriting and correct spelling as you walk around class, only cause confusion for children who will begin to think that handwriting and spelling are more important than using adjectives correctly. The learning intention should always be the focus of feedback. Other features may be commented on but in a whisper or on an individual basis so as not to confuse the class. Where the child's work is being praised for achieving their PT – this should be made clear too.

Feedback: it is important to recognise that feedback can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and feedback is able to move children on.

Quality Marking:

The emphasis of the marking should be on both success and improvement needs against the learning intention. At St. Bernard's we will use the following step by step strategy:

1. **Pink highlight or pen:** where the child has written the best aspects against the learning intention or P.T. (Highlight in pink – tickled pink)
2. **Green highlight or pen:** where some improvement could be made. (Highlight in green – for growth) . Non – negotiables will be marked with an action command. **

A reminder prompt: this simply reminds the child of what could be improved: *‘What else could you say here?’*

A scaffolded prompt: this prompt provides some support: *‘What was the dog’s tail doing?’, ‘describe the expression on the dog’s face’*

An example

prompt: this prompt gives the child a choice of actual words or phrases: *‘Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.’*

- **Marking secretarial features:** Spelling, punctuation, grammar and handwriting should be encouraged in every piece of writing but not always be the focus of the marking because children cannot effectively focus on too many things in one space of time. When work is complete, children will be asked to check for things that **they know are wrong in their work** when they read it through. However they will not be told to correct all spellings. Children will be given feedback which is related to the learning intention and their personal targets therefore some aspects of writing will be unmarked in certain pieces.
- **Self-marking:** Children will be encouraged to self-evaluate wherever possible. This is a good process, enabling the focus to be on analyzing the learning taking place.
- **Shared marking:** This strategy enables children to share each other’s work and enables the teacher to model his/her marking process. Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas. Numerous points can be made during this process. In reversing this process, can the children guess the learning intention from the identified successes?
- **Paired Marking:** Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:
 1. Paired marking should not be introduced until KS2, unless teachers feel that younger children are ready.
 2. Children are trained to do this, through modeling with the whole class and watching the paired marking in action.
 3. Ground rules (e.g. listening, interruptions, confidentiality, etc.) are established and displayed in class.
 4. Children always point out successes first against learning intentions and not secretarial features, to avoid over-criticism.

5. Pairings should be organized sensitively to ensure trust. This is best decided upon by the teacher.

6. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each other's work together.

Organisation and Practice

At St. Bernard's we have agreed to:

- Ensure that children are provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of feedback strategies to develop self-evaluation.
- Continuously model good practice in feedback to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

When marking teachers at St. Bernard's we will:

- Ensure that feedback takes place on a regular basis
- Ensure that feedback in foundation subjects is given regularly.
- Ensure that oral feedback is an integral part of daily teaching.
- Use a highlighter pen to identify successes and areas of for growth.

This policy was reviewed in October 2024