# St Ignatius Catholic Primary School



**Feedback and Marking Policy**

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| Policy Originator | St Ignatius Primary School |
| Governor Responsible | Lourdes Keever |
| Status | Ratified |
| Last reviewed | September 2018 |
| Ratified on | September 2018 |
| To be next reviewed | March 2019 |
| Signed |  |

**Effective Feedback and Marking Policy**

**Introduction:**

**“ Feedback is one of the most powerful influences on learning and achievement” (John Hattie 2007)**

Hattie’s research showed that the impact of effective feedback on outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socio economic factors.

However feedback has the power to impact both positively and negatively on pupil performance. In order for it to have a positive impact “ feedback must answer three major questions asked by a teacher and or/ by a pupil.

* Where am I going? (What are the goals?)
* How am I doing? (What progress is being made toward the goal?)
* Where to next ? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is to be used across our school to benefit our pupils and their learning.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes and success criteria: enabling learners to become reflective learners and helping them to close the gap between current and desired performance.

“One obvious aspect of assessment which needs emphasis is that pupils need genuine feedback about the success or otherwise of their learning.

The evidence suggests that while pupils are generally clear about what they have to do they often do not receive enough information about the purposes of their learning and,what is more important,how well they are doing.

MARKING pupils work is one valuable means of feedback, provided that it offers specific, diagnostic comment and not only encouragement.”

**Curriculum Organisation and Classroom Practice in Primary Schools**

## General Principles

* Marking is a valuable assessment tool for the teacher and should be used to highlight the next learning/teaching steps or give clear strategies for improvement. Comments that discuss and compare success matched against learning objectives are vital.
* Marking should be personalized to individual learning needs and inform future planning and group tasks
* It should allow specific time for pupils to read, reflect and respond to marking
* Marking should be manageable for teachers and accessible to pupils
* The best marking is done with the pupil or the group (VF).
* Marking should encourage improvement in the work and positive self- image of the learner.
* Positive verbal comments are an essential part of marking.
* Praise is very important.
* A clear understanding of the learning objectives by teacher and pupil must inform marking (e.g.when marking a science investigation the emphasis should be on the scientific process skills and not the handwriting).

## Aims

* + To motivate pupils to want to produce high quality work.
  + To teach pupils to recognise what they do well, developing positive attitudes to learning and achievement
  + To model and encourage progression of children’s ability to peer and self assess honestly and accurately
  + To help pupils to improve through the setting of high, achievable targets, ensuring children children are effectively challenged and visible progress is evident through a dialogue which aids progression
  + To allow pupils to build a picture of their strengths and weaknesses by giving quality feedback, empowering pupils to be actively involved in understanding how they are making progress
  + To foster an ethos whereby it is acceptable to make mistakes (resilience) as long as learning then allows them to remedy them

( The Pit/3B’s B4Me)

* + To establish a consistent approach to the way in which work is marked so that pupils understand how and why their work is marked

## Children as Markers (Self and Peer Assessment)

## Self and peer assessment have a key role to play in effective marking and feedback- they empower children to take control of their own learning. Children can use green highlighters to circle work they are proud of. This is in contrast to teachers who will highlight through the work.

## Self assessment:

## Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the non-negotiables. This time will need to be planned in as part of the self assessment time.

## All work should be self-assessed by the children before the end of the lesson. This should be apparent on the LO/SC sticker. KS1 – smiley faces, KS2- ticks. This is done with pencil/pen as it is not considered a fit time activity, unless corrections have been made and the child has now achieved the SC or LO.

## If further self assessment is expected then teachers should follow the ‘two stars and a wish’format:

## Image result for wish

## E.g

## I am proud of the way in which I have used……

## The phrase I am most proud of is ….

## Something I need to work on is…..

## Peer assessment:

## Where peer assessment has been appropriately introduced, pupils will identify two positive aspects of work and suggest one area for improvement. This can be done in pencil/handwriting pen and the peer assessor’s initials must also be left. Two stars and a wish is also to be followed.

## Processes:

## Four types of feedback and marking should occur during teaching and learning at St Ignatius School:

## Teachers’ well considered intervention (Feedback and learning at the point of learning) to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. (N.B mini plenaries may not be relevant for the whole class just a small group of children or individuals). It may also be verbal feedback given during a 1:1 discussion with a pupil or group of children. For younger children this may be used to note down or record the feedback and response process. ( A VF stamp or sticker can be used to evidence verbal feedback conversations).

1. **Light marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupil’s work. Use of OA (Objective Achieved), OPA (Objective Partly Achieved) or ONA (Objective Not Achieved) is at least expected to give the children immediate feedback. Light marking may be just using a green/pink bar at the bottom of the work, acknowledging and recognizing attainment and/or progress, success and/or completion of work (ticks, brief comments, stickers, stamps, housepoints etc).

## Development Marking (Hard marking), in which feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning (See English explanation!).

## Self- assessment and peer-assessment of the attainment and success of a piece of work.

## Non Negotiable - Marking in Practice

All marking should be completed by teachers in green pen.

Pupils will respond in purple pen.

All work is acknowledged relating to the learning intention.

Priority of marking should be given to core subjects, including RE.

The agreed Drafting Symbols must be used by teachers and should be explained and understood by the pupils.

The symbols should be on display in all classrooms.

During the course of the week, time should be allowed for pupils to reflect on teachers’ comments and to make relevant corrections (Fit-Time).

Use of mastery stickers/feedback stamps may be used.

Teachers should write legibly and model good practice keeping in line with the school handwriting script.

RE is a core subject and so writing pieces should be marked in detail according to the SC- guidance for this is in the RE policy.

**ALL pupils’ work is to be at least light marked by the teacher.**

## English

At least two pieces of English per week should be developmentally (hard) marked in depth.

Work should be ticked in green pen/comments to be made in green pen.

Use the green highlighter pen to promote positive aspects (success)- ‘green is great’ and the pink highlighter pen for improvement- ‘pink to think’ in the child’s work. Follow this up with a comment at the bottom of the page or if there is room near to the error. The emphasis should on requiring the child to demonstrate the understanding missed in the piece of work. If the child has met all of the success criteria then a challenge/depth of learning question should be posed.

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| Green is for great! | Pink to think! |

Success- highlighted green- Green is great

Areas for development- highlighted pink- Pink to think

e.g Check you have used co-ordinating conjunctions to join your sentences.

There will be a maximum of two identified specific areas for pink highlighting for each piece of work. Marking symbols will be in addition to this.

When developmentally (hard) marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the pupil and strategies used to support their development (English programme of study). This will be done in line with the marking code. See Appendix 1.

Part of the developmental marking should be for children to edit/redraft sentences/paragraphs/sentences.

Useful closing the gap comments are:

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| Challenge | Can you add character dialogue at an appropriate part of your story? |
| Reminder | Start each of your instructions with an adverb. Can you add an extra instruction using ‘carefully’? |
| Steps | First re-read your sentences.  Then add the full stops. |
| Example | The trees, *with the jagged branches*, swayed in the breeze.  Can you write your own sentence using an embedded clause? |

**Big Write**

This should be marked in detail following the English symbols and children should be given the opportunity to respond to feedback during fit time. When monitoring these pieces of work SLT should be able to see where the children have responded to comments (Fit time) and see progress over time. (If full stops and commas were an issue in Sept, they should not still be an issue in June).

## Maths

* Mathematics work will be marked using a tick for a correct response (Green pen).
* Teachers should use a small dot to indicate an incorrect response.
* A ‘C’ symbol should be used where a correction needs to be carried out.
* Where many errors occur, a teacher will write an informative comment rather than using x continuously. Pink to think comments should be posed to close the gap in understanding.
* The habit of erasing the incorrect answer and replacing it should be discouraged.
* At KS2, when requested, pupils should label their work as Corrections and carry out a fresh calculation.
* For pupils to maximise the process of correction, they need feedback as early as possible.
* Children need regular opportunities (Fit Time) to be able to check their answers and correct mistakes.
* Challenge questions/extension activities/going deeper problems should be available in each lesson (Chilli challenge).
* NCETM/NRICH resources for mastery are to be used to support challenge questions in addition to White Rose resources.

**Foundation Subjects**

Work in foundation subjects should be at least light marked and marked against the LO and SC. The expectation is that misconceptions should be picked up and corrections made to grammar and spelling where appropriate. Green highlighter should be used to highlight success and pose possible challenge.

**Role of other adults supporting**

Support staff may mark work with groups of pupils if deemed appropriate by the teacher. When this is the case they will follow the guidelines at the end of the policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the staff handbook pack on arrival at school.

**Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

**Equality of Opportunity**

All pupils are entitled to have their work in accordance with this policy.

**SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil’s EHCP plan.

**Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils’ outcomes.

The SLT team will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school, in Foundation Stage this will also include scrutiny of observational assessment. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. PPR meetings will be to discuss specific progress of individual pupils/groups of pupils in relation to their work/progress with a focus on the quality of marking. Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the PPG Grant.

A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

**Policy Review**

This procedure is to be ratified and agreed by staff and Governors in the Autumn Term 2018.

Appendix 1

**Marking Codes**

KS2

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| **Code** | **Explanation** |
| √ | **Correct answer/good idea** |
| **SP (wiggly line under spelling)** | **Spelling mistake**  *Correct and copy out three times* |
| **T** | **Tenses incorrect** |
| **G** | **Grammar Check**  *Make sure your work makes sense* |
| **P** | **Punctuation** |
| **Pr** | **Presentation** |
| **//** | **New paragraph needed** |
| **^** | **Missing Word**  Add in missing word |
| **VF** | **Verbal Feedback** |
| **S** | **Supported Work** |
| **I** | **Independent Work** |
| **Green is Great** | **Indicates areas of success** |
| **Pink to Think** | **Something to improve/think about** |

**Marking Codes**

KS1

|  |  |
| --- | --- |
| **Code** | **Explanation** |
| √☺ | **Correct answer/good idea** |
| **SP (wiggly line under spelling)** | **Spelling mistake**  *Correct and copy out three times* |
| **FS** Image result for image of finger spacing for children when writing | **Check your finger spaces** |
| **ABC** | **Capital Letters** |
| **P** | **Punctuation** |
| **VF** | **Verbal Feedback given** |
| **I** | **Independent Work** |
| **S** | **Support** |
| Green is Great | **What I did well** |
| Pink to think | **What I need to do better** |