ST MARY'S CATHOLIC PRIMARY SCHOOL

Marking & Feedback Policy

St Mary's Catholic Primary School
'Learning together in Faith and Love'

Mission Statement

"Learning together in Faith and Love"

St Mary's is a vibrant Catholic Primary School in North Kensington with a strong sense of community. We are a school that welcomes all children from the ages of 3 to 11 years. Our school serves the Catholic Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes.

The aims of our schools are:

- To promote Christian values where children live, learn and celebrate the teaching of Christ.

- To provide a curriculum which is broad, balanced and meaningful and where children can experience enjoyment and fulfilment.

- To promote the highest standards of teaching and learning within the framework of the National Curriculum

- To develop in each child a sense of achievement, value and self worth and to achieve the standards of which they are capable.

- To help our children acquire the skills of independent learning and make sufficiently rapid progress.

- To provide a safe and secure environment where children feel valued, and where they respect, help and care for each other.

- To involve parents in all aspects of their child's education and promote good home/school partnership.

- To develop in our children awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and governors in serving the community.

St. Mary's Values- these are the values that underpin all areas of our school community:

Kindness
- **Respect**
- **Tolerance**
- **Honesty**
- **Responsibility (for ourselves and our world)**
- **Co-operation**

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Purpose of feedback

'Feedback of learning is teaching – so what does it teach children?'

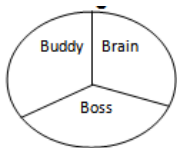Feedback of learning is still teaching and feedback has 3 purposes:
To help pupils:
1: **Understand** what they have done well and the reason why
2: **Be clear** about how to improve
3: Make **visible** signs of improvement (progress) as a result of feedback.

Types of Feedback of learning

Light Touch Feedback of learning

Brain – Self assessment / feedback of learning
Buddy – peer assessment
Boss - Teacher

- **Highlighting against S.C-** Scan through the writing highlighting examples of each S.C in Green. In Maths, mark questions of different complexity, highlighting examples of where the success criteria has been met (rather than simply just the answer) and then the WALT/ Learning Objective itself.
- **Verbal Feedback** –should be signalled with the VF code and include 'key word feedback of learning' which is an indication of what specific feedback has been given. This is to help both the pupil and teacher remember what was discussed, so the work can later be checked for visible signs of improvement e.g. VF-commas for clauses.
- **Shared Feedback of Learning**- you may use one piece of writing/maths from an unnamed child or another class to mark in class. This enables the teacher to model the feedback of learning process and teaches particular points at the same time. This enables the child to then self or peer assess.
- **Self assessment – Year 4-6** Children mark their work against the success criteria, They may use a colouring pencil to tick or underline examples of where this is met in their learning - colour code each success criteria to show specific cases of it being met. They may set their own improvement points based on success criteria they haven't met or their individual targets. In Maths they should write a pupil comment in purple pen outlining their understanding in terms the skills or success criteria they may or may not have met.
- **Peer assessment -** Children mark a peers learning against the success criteria, in the same way. They may use a teacher provided scaffold to assist in this process and provide verbal feedback (which should be indicated in the same way that a teacher would) or record an improvement point based on the success criteria. This can be done individually or in pairs.

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- **Teacher checking of peer assessment** to ensure that it is accurate by highlighting against the success criteria. Where this assessment is inaccurate, they may use a ? In the margin to ensure children know they haven't necessarily met that particular S.C. This may be used as an opportunity for improvement.

Quality Feedback of learning

In Writing this feedback of learning is appropriate at various stages (See Appendix 1: 'The Writing Process - What type of feedback of learning to use-when and how often?' for specific details)

1. Read the entire piece of work
2. Highlight at least two examples of where the child has met each success criteria
3. Identify areas of work that could be improved (against the S.C)
4. Provide a focussed Improvement point which should help the child to 'close the gap' between what they have achieved and what they could have achieved.
5. Provide opportunity for children to respond.

In Maths, teachers use their own judgement to decide the quantity of work highlighted making sure that there is enough evidence to show that the child has achieved the WALT. This may be done:
1. When a child hasn't met the success criteria, in which case it is used to help them secure their understanding.
2. When a child is secure with a concept-in which case it is used to extend their understanding.

All learning should be marked against the success criteria specifically-rather than simply highlighting the answer-and an improvement point set.

Improvement Points:

To ensure all pupils understand how to improve, different types of improvement points should be used. We use a mixture of challenge, reminder, Steps and example prompts, as appropriate to help pupils to understand.

Challenge: Set a challenge to help the pupil progress even further.
e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense. In maths this may be a more challenging question or asking the child to explain where they went wrong.

Reminder: Remind the children of something that they should have done. (Success criteria, bottom line expectation, individual target) e.g. Remember the introduction should state why you are writing. Now add sentences to show this.

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Steps (Instructions): Similar to a reminder, but in more manageable steps so it's easier to follow and achieve e.g. **First** partition your number into tens and units. **Then** add each place value together

Example: Ask them to improve something by providing an example e.g. Put this sentence into your story * to improve the description of the setting. Think about how this improves it. e.g. Write a sentence with an interesting starter – Cautiously, she tiptoed....

This may be used as a differentiated form of feedback.
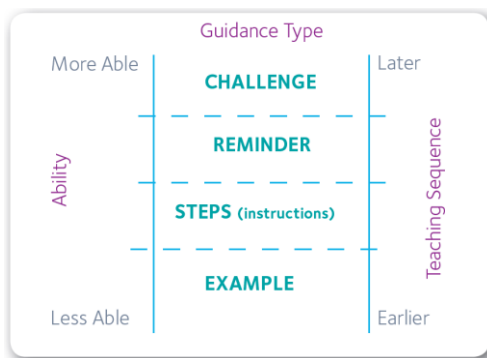
A challenge prompt is more useful for more able pupils or later in the teaching sequence.

An example prompt is most effective for less able pupils or early in a teaching sequence.

Each type of Improvement point may come in many forms:
- Comments
- Questions
- Discussions
- Diagrams
- Coaching (whereby pupils are helped to identify improvements that are required).

Time to respond to feedback
When writing improvement points use the phrase 'Now' rather than 'Next time' and ensure time is given to act upon the guidance so that pupils may make improvements and there are visible signs of progress as a result of feedback of learning.

What children do
Allocated time must be given to ensure that children are given time to look over previous learning and respond to feedback. This will then feed in to the next stage of learning. Children to use a purple pen to edit or improve their work in response to feedback given.

What teachers do
During this time teacher/ other adult to circulate the class. If a child is responding to a challenge provided by the teacher this should be highlighted in pink.

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What do you do this for
- Children will pick up on misconception
- Children can address what they have missed in their success criteria
- Planning will be better informed and specific gaps for individual children addressed

Consistency
The three purposes of feedback of learning should be evident in all classes in all subjects throughout the school, regardless of the type of feedback of learning that is being used.

Evaluation
Frequent work scrutiny and discussions with pupils will be undertaken by SLT and staff, to ensure the three purposes of feedback of learning are of a consistently high quality. The feedback of learning policy will be continuously revised based on its effectiveness

Marking of Reading Comprehensions.

When marking reading comprehensions in writing book, highlight the reading focus in green if the child has achieved it. If there is a question completed incorrectly, ask the children to do the question again providing prompts if necessary. It is not necessary to highlight original answers in green, but highlight responses in pink. Also, in reading comprehension tasks, pupils can listen to responses of their peers and extend/edit/improve with purple pen.

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The Writing Process - What type of feedback of learning to use- when and how often?

Reading / Familiarisation /Analysing / Deconstruction

This stage enables the development of children's general awareness and familiarity with a genre. They are able to construct the generic success criteria for What makes a good.....? As such, this phase is largely based on light touch feedback of learning- peer / small group / whole class work / verbal feedback. This type of feedback of learning is also applicable to grammar, punctuation and spelling.

Shared Writing / Modelled Writing

This stage involves the teacher modelling how to construct the genre. The teacher may show their own writing for analysis by children and for them to use as a guide or actually construct a piece with the children. This phase is achieved by breaking the genre down into its parts eg. Beginning, build up, problem, resolution and guiding the children through each stage. This phase would rely on a combination of light touch and quality feedback of learning. The light touch feedback of learning could be in the form of one of the suggested methods previously referred. During this phase, each child should have at least one piece of writing quality marked and all other pieces light touch marked.

Independent application

Children use the writing process to talk about their writing, plan their writing and complete a piece of writing independently. Using quality feedback of learning against the S.C will enable the child to close the gap to successfully editing and rewriting their work. The final piece should be quality marked as should all independent writing – as a form of assessment for learning.

Spelling

Spelling should be marked in a way that is appropriate to the needs / ability of the child. For some children it may be best to mark the first 3 words that they should know, for others –who have used ambitious vocabulary- you may choose to correct one/two of those. Common spelling mistakes should be noted in the margin (SP) and the incorrect word underlined. The child should then correct this at the end of their writing and may also write it in a dictionary section at the back of their writing book, guided reading, home learning book or mini dictionary. The most common misspelt words could be used to inform weekly spelling homework.

Symbol	Purpose
//	New paragraph
CL	Capital letters
FS	Full stops
Sp	Spelling –
V.F	Verbal feedback
WS	With support

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Improvement Points:

To ensure all pupils understand how to improve, different types of improvement points should be used. Try to provide examples of each type of improvement point using your own books.

Types of Improvement points	Examples
Challenge	
Reminder	
Steps	
Example	

Challenge: Set a challenge to help the pupil progress even further.
e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense. In maths this may be a more challenging question or asking the child to explain where they went wrong.

Reminder: Remind the children of something that they should have done. (Success criteria, bottom line expectation, individual target)
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e.g. Write a sentence with an interesting starter – Cautiously, she tiptoed.....