

Chorley St. Mary's Catholic Primary School

Feedback and Marking Policy

Reviewed: September 2019
Next Review: September 2020

MISSION STATEMENT

St Mary's is a welcoming community who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

RATIONALE

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

AUDIENCE

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

**(Inside The Black Box 1999
Black and William)**

“Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well, and where they need to do better next time”. (OFSTED).

Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers. Guidance Ofsted inspections: myths updated 17 July 2018

Aims of this policy:

To raise standards

To assess where the pupil is and to move him/her on to the next step in learning.

To ensure whole school consistency of feedback and marking, by all who are involved in giving feedback and marking e.g. teachers, teaching assistants, parent helpers, students etc

To actively involve the children in their learning e.g. by use of *Talk Partners*, designing success criteria etc.

To give children the skills to evaluate their own work

To raise pupil self esteem and celebrate success.

To inform parents

To have an awareness of impact of feedback and marking on teacher workload.

Marking of work may be oral or written

1. Oral Feedback: -

Oral feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children: feedback from the teacher/teaching assistant, to the teacher/teaching assistant, and from and to peers. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Presenting difficulty as a necessary and exciting aspect of new learning, when communicated to children, leads to greater confidence and self efficiency. Teachers' oral feedback needs to be focused mainly around the learning intention of the

task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task **may** be annotated V.F. (verbal feedback) and initialled by the marker if so wished but it is not necessary.

2. Distance Marking: -

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, the following should be considered:

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?
- Make provision for *Fix it Time* - Do you plan in time for some improvement on the work to be made before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

3 Acknowledgement Marking: -

This is a courtesy look at the work and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

4 Closed Exercise Marking: -

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the children to mark their own work, if it has been differentiated. Where this method has been used in class time the child marking the work will annotate their initial.

5. Personal, emotional – based marking: -

These comments should be written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them. **As a general rule this marking should be as positive as possible.** However, it may need to include at appropriate occasions carefully worded comments re: disappointing performance/presentation with an opportunity given to improve either in the future or by repeating the task.

6. Response Partners: -

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better.

Paired response is used orally in most classes and as a written response in classes 3 – 6 on appropriate occasions.

7. **Quality Marking:** -

This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. As this form of marking requires a lot of time and thought, it cannot be used to mark every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be carried out orally, especially with young children, as well as in written form. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved.

Therefore, up to three things are highlighted which show the best places related to the success criteria, and one part is isolated that could be improved against the success criteria. **Strategies such as 'tickled pink & green for growth' or 'two stars and a wish'** may be employed.

It is not expected that this focused improvement strategy would be used when marking every piece of written work but is expected to be used for example, when undertaking an end of unit piece of work (and not final assessed pieces unless teacher wants child to make suggested improvements).

The following **improvement prompts** may be used when teachers/teaching assistants are using quality marking: -

(a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

(b) Scaffolded Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

- I went on a boat and went on the water.

What did you see on the boat trip? Fish? Birds? People?
I saw a jellyfish and a crab.

Quality marking is used often as a response to written pieces in **Y1 – Y6** or when appropriate when the class are working towards specific targets

d) Challenge/ Extension task prompts

Where children have met the learning objective, they may be given a challenge to extend their learning for example child knows $100 = 81 + 19$. *Have a go at $10 = 8.1 + ?$*

8. Self – and paired marking: -

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

The *'traffic light'/thumbs up/down* strategies **may** be employed to encourage children to comment on how they have coped with a particular area of learning. E.g.

- Red – I didn't really understand
- Amber – I think I understand but I needed some help
- Green – I really understand

or

- Red – difficult
- Amber – tricky
- Green – OK

Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

Stage 1: children identify their success

Stage 2: children identify a place for improvement

Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs. These could include:-

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work
- The response partner should ask for clarification rather than jump to conclusions.

Examples of self-evaluation prompts are: I liked ..., I learned ..., I think ..., I will ..., I never knew ... I discovered ..., I was surprised

In our school, the following strategies are used to give our children positive and effective marking and feedback. *These obviously link to the age and development of the children.*

The Early Years Foundation Stage :-

- Talk partners
- Verbal feedback for written tasks
- Children are encouraged to look at each other's work in a celebratory way
- Reward badges for effort and achievement of all kinds.
- Dojos

Key Stage One

- Talk partners
- Thumbs up/thumbs down at end of lessons/modules of work etc.
- Verbal Feedback
- Paired response
- Quality marking when appropriate and more likely in Y2 – *tickled pink, green for growth*
- Personal, emotionally based marking – to improve self esteem
- Traffic lights to develop self evaluation
- Peer oral feedback – 2 stars and a wish
- Dojos

Key Stage Two

- Talk partners
- No hands up
- Closed exercise marking
- Personal/emotional based marking
- Paired response
- Group response
- Distance marking
- Verbal Feedback
- Quality marking – *tickled pink, green for growth*
- Self and paired marking
- Dojos

Review

This policy should be reviewed annually by the Assessment Co-ordinator and members of all teaching staff.

Reviewed September 2019

To be reviewed September 2020

Appendix 1

Creating an effective learning environment

- Teacher/support staff awareness of the impact that comments, marks and grades can have on learners' confidence, enthusiasm and motivation.
- Interactive displays which reflect learning
- Displays which give prompts for learning as well as displays which celebrate children's work
- Share long term objectives as well as short-term intentions – reference to 'the big picture' e.g. where this lesson fits with the topic, recall of previous learning on this theme. **In order to develop understanding, pupils connect new knowledge with existing knowledge ... OFSTED Handbook, May 2019**
- Learning objective displayed and understood; with younger children shared with them orally at the start of the lesson.
- Success criteria/ process criteria shared and understood - **where appropriate.**
- Generic success criteria displayed
- Success celebrated regularly and sincerely
- Children involved in their own targets, understanding what it is they are trying to achieve and how they can achieve it.
- An atmosphere of trust and respect where children can share thoughts freely.
- Effective questioning. Questions planned which require thought and discussion.
- Thinking time before hands up/no hands up; use of talking partners to maximise pupil participation.
- A classroom culture of achievement where mistakes are learning tools.
- A belief that all pupils can succeed.
- Feedback to the task linked to the learning objective/ success criteria; comments oral or written should be as constructive as possible and focus on work rather than the person.
- Children encouraged to self evaluate and become independent learners—specific training.

Person responsible for monitoring, evaluation and review of this policy:

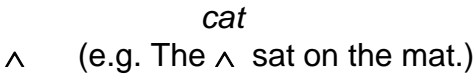
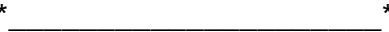



The Assessment Co-ordinator.

A copy of the policy should be :

- Retained in a master file in school.
- Be available on the school web site or in hard copy if requested for parents.
- Emailed to all teaching staff.
- Made available in hard copy and in close proximity to teacher's desk for any supply staff.
- Marking code displayed in each class.

Appendix 2

**Chorley, St Mary's Catholic Primary School
MARKING CODE**

Marking Code	Explanation
√ achieved (next to learning objective)	Learning objective achieved
V.F.	Verbal Feedback At discretion of marker- not necessary to indicate
Sp (in the margin on the line of error – error may or may not be highlighted)	Spelling error
CL (in the margin on the line of error – error may or may not be highlighted)	Capital letter missing
TA	Teaching assistant supported
G	Work guided by an adult –T or TA
I	Independent (not for every piece of work - only if you want to highlight independence)
	Word omitted
	Re-read for sense
	To highlight word or phrase to pupil
	Move word, phrase or sentence
P	Punctuation e.g. full stop, comma, question mark etc. (if you want pupil to identify punctuation error themselves)
	Punctuation error (if you want pupil to address a specific punctuation error)
c	Correction
Up to 3 things which show success criteria have been met (pink) and 1 thing highlighted to improve (green)	Tickled pink / Green for growth

This code is adapted for the needs of the learners in each class.

