

MARKING & FEEDBACK POLICY

St Gregory's Catholic Primary School



This policy complements the Teaching and Learning policy at St Gregory's Catholic 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.

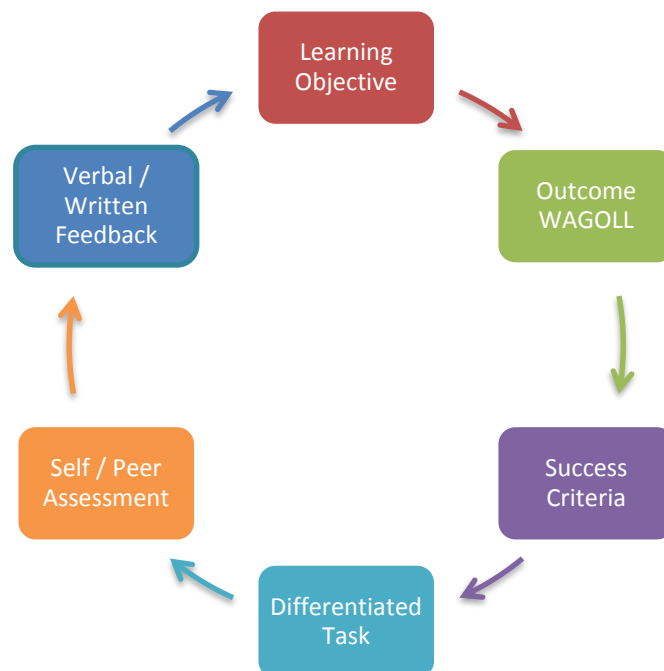
Aims

- 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 (eg. 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
 - Observations in Learning Journals
 - 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)
- **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).

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 close procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. WALT: 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

Eg. WALT: 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:

- Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult (see Appendix..... re codes and colours)
- All work will be marked by the next lesson in that particular subject
- Detailed feedback and marking will be given at least once a week in all subjects
- In English
 - Reading journals will be checked weekly
 - Short writing opportunities should be given on a weekly basis
 - Longer and independent writing opportunities should be completed at the end of each unit
- **Grammar, Punctuation and Spelling**

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 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.

- In numeracy, correct answers will be ticked, but incorrect attempts will be highlighted with a pink highlighter.
- 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 longer/independent piece of writing.
- Pupils will be given time to respond to any improvement comments in their work.
- When pupils are given an improvement comment, they should respond in **black pen** 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.

Review:

This policy was written December 2017 and will be reviewed annually.

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

Appendix A – marking codes

Marking Codes – KS 1/SEN

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

S – support given

G – guided group work

CL- capital letter

P- punctuation

Sp- spelling mistake. Children to make amendments

Supply- supply teacher has marked the work

Success criteria and targets achieved will be highlighted in **green**

Areas identified for improvement will be highlighted in **pink**

Orange, Yellow and green highlighters used for Science and Topic work

Orange You need more help

Yellow Needed support and needs more work

Green Objective met

Teachers' written feedback is given in **green**

TAs' written feedback is given in **blue**

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

Marking Codes – KS 2

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

S – support given

G – guided group work

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in **green**

Areas identified for improvement will be highlighted in **pink**

Orange, Yellow and green highlighters used for Science and Topic work

Orange You need more help

Yellow Needed support and needs more work

Teachers' written feedback is given in **green**

TAs' written feedback is given in **blue**

Sp Spelling mistake – sp over the word, correction in the margin

P punctuation

G grammar

/ new line

// new paragraph

Children fix their work using a **black** pen

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

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

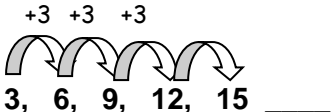
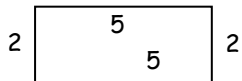
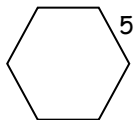
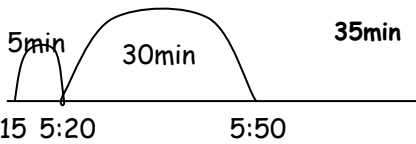
Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **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: Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
<p>WALT: To describe a character</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"> • Terrifying • Ferocious • Spine-chilling
<p>WALT: To choose the operations needed to solve a problem</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 $25+25+25=$ You could do $25 \times ? =$</p>	<p>6 bricks at 10cm high. Instead of the repeated addition you could try multiplication $6 \times 10 =$</p>
<p>WALT: to describe a setting</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"> • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
<p>WALT: to use appropriate symbols in simple formulae</p> <p>The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'</p>	<p>Is $(10+5)-6$ greater or less than $(10-5)+3$?</p>	<p>$(10+5) - 2 >$ (is greater than) $(10 - 5) + 6$ but $(10 +5) - 2 <$ (is less than) $(10-5) + 9$</p> <p>Have another go at the ones I have highlighted.</p>

Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
<p>WALT: to explain the pattern for a sequence of numbers and work out the next few numbers in the list</p> <p>Work out the pattern first:</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>WALT: to solve problems involving calculating a perimeter</p> <p>To find the perimeter..... Remember: perimeter is a measure of the length or distance around a shape.</p>	<p>Find the length of each side</p>  <p>Add all the sides together.</p> <p>$2 + 5 + 2 + 5 = 14$</p>	 <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>WALT: to work out how long it takes to do something if I know the start and end times</p> <p>Remember there are 60 minutes in an hour not 100.</p> <p>Try question 3 again.</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>