



Marking & Feedback Policy

INTRODUCTION:

Within Castlechurch Primary School we take a professional approach to the tasks of marking work and giving feedback on it. All our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our learning process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR, 2016), the Education Endowment Foundation report 'A marked Improvement' (EEF, 2016) Education Endowment Foundation's 'A marked improvement?' report (Elliott et al 2016)_Reducing teacher workload through 'realtime' personalised feedback Research report March 2018 Ruslan Protsiv, Patricia Pipola – St Patrick's Catholic Primary School, Aquinas Teaching and Learning Trust.

AIMS:

Marking and feedback should aim to:

- motivate our pupils by showing that we value their work and efforts, and encourage them to value it too;
- be meaningful to our children
- be manageable for our staff

OUTCOMES OF MARKING AND FEEDBACK IN OUR SCHOOL'S:

- Promotes progress
- Extends learning and thinking
- Promotes independence and accountability

PURPOSE:

The purpose of marking children's work and providing feedback includes the following:

- to celebrate success and/or to raise expectation of future success
- identify learning needs and key priorities for improvement, promote self and peer assessment.
- correct errors
- check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

GUIDELINES:

Sometimes lots of children will benefit from a next step comment, other times, no one will. As a school, we will encourage our teaching team to use their professional judgement to decide when the right time to provide verbal feedback, written feedback, when it needs highlighting or when a next step comment is the right approach. It must go without saying that this judgement needs to be based on what will most positively impact that child's progress.

Methods of feedback:

1) Live, 'in the moment' feedback from teacher/TA during a lesson- whole group, whole class and individual. This may take the form of:

- Teacher/TA verbal comments during a lesson
- Teacher/TA written comment during a lesson, using visual approaches wherever possible.

2) Peer and self-assessment

3) Whole class/group feedback at the start of the following lesson based on the categories of: re-teach, consolidate or extend.

4) In depth written feedback and targets for improvement possibly in the form of a 'guided learning session'

5) Written feedback completed outside of the lesson.

How we will mark and provide feedback:


We promote the use of teacher judgements on how to deploy the methods of feedback above, however purposeful instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload and bureaucracy.

Opportunities for feedback:

- the planned and informed deployment of an adult within a lesson to offer instant verbal feedback and/or written feedback through symbols to ensure pupils can access feedback swiftly and to identify basic errors and misunderstandings within children's work.
- mini plenaries within lessons containing focused questioning and instant praise, verbal feedback and extension to groups, individuals and or the whole class.
- guided learning sessions where written or verbal feedback is continuous, in depth and provides clear next steps for learning.
- In the EYFS and KS1 verbal feedback will given daily and symbols highlighted whether yellow or green.
- In KS2 a written feedback may follow a prior learn activity such as a cold write and the children may discuss their own next step comments. This will then be referred to throughout the teaching of a unit and success will be celebrated at the end of a unit of work.
- the use of peer and self-assessment which follows our agreed continuum. (Refer to assessment policy).
- verbal feedback to targeted groups at the start of the next lesson where marking after the lesson has taken place.

All of the above could also lead to the identification of misconceptions regarding the new skills, knowledge and understanding being delivered during the lesson. In this case all staff will use well embedded AfL strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress is made by our children.

- The emphasis on marking should be on a child's achievement relating to the Learning objective /Success Criteria and increasingly the child's own targets. – this will be most effective if targets are relevant to the task being completed and therefore relies on SMART target setting.
- Marking against the Learning objective / **Checkpoints** should be identified in yellow or green.

- **Green** = the children have achieved or are working towards the **checkpoints**.
- **Yellow** = an area for children to develop / improve for next time / next steps. This could be handwriting, spelling, punctuation, paragraphs etc. All marking needs to focus on learning.
- Teachers will mark by highlighting correct work and learning objectives / **checkpoints** in **green** and errors/misconceptions in **yellow**.
- Teachers may write constructive feedback comments relating to the lesson objective using a **green** ink pen.
- Marking procedures and marking standards should be consistently applied across the whole school
- Marking rewards can be given for achieving the success criteria. E.g. Team Points, Stickers. This can be indicated on the marking.
- There should be occasions where it is appropriate for pupils to mark their own work and to comment on it, particularly in Key Stage 2. Assessment for Learning is an essential skill which all our children should use to improve their work throughout our school.
- When editing in English, we will use purple pen.
- Independent work should be clearly marked with an **You Do** supported work should be clearly marked with **We Do** (assisted / group work). Early years will also include GW (Guided Work). Work also needs to be demarcated if the work starts at GW then becomes I i.e. GW then I
- Where there are repeated, incorrect spellings, the first mistake only is identified in **yellow** at the bottom of that piece of work. The child is then expected to find this word in their work and correct.
- Spelling mistakes must be corrected in all work (focus on high frequency/individual spelling).
- When correcting Maths work, any wrong answers should be identified in **yellow** and corrections written alongside by the children in pencil.
- When giving “**live**” feedback a warning symbol  for children to self-correct should be placed in the margin or near to the error. Draw the relevant symbol inside the circle to sign post the child to the type of error that has been made (see below for symbols). The child should cross / tick the circle when they have acted on it.
- Where a child has made a punctuation error it may be appropriate to (according to ability) include the punctuation symbol in the green circle as a further prompt.
- In KS1 and for non-readers work in KS2, work is to be marked using the marking symbols (refer to prompt sheet). Marking symbols may be used in the success criteria for learners in the Early Years. For HA readers in KS1 replace symbols with written feedback where appropriate. Symbols are to be placed in the margin of where the error lies.
- Peer and self-assessment will be used during plenaries to review learning as an integral part of the marking and feedback of learning.
- All written comments are to be in the cursive script used by the school.

- All pieces of work must include a date, title, lesson objective. This may be written by the children or will be printed on a label, dependent on the age/ability of the pupil. (Long date in English and Topic and short date in Maths)

Self-correction

When giving “live”
following symbols
the

Sp	Spelling
CL	Capital letters
P	Punctuation
H	Handwriting
F	Finger space
C	Check / re-read
//	Paragraph
UP	Up level grammar
←	Start by the margin
VF	Verbal feedback given*

symbols:













feedback to a pupil the
should be drawn within

***VF symbol (verbal feedback) should only be used if the feedback relates to something that there is no symbol for.**

MARKING / FEEDBACK APPENDIX

Key Stage 1 and non-readers Key Stage 2 Symbols

 <p>full stops</p>	<p><u>Full Stop</u></p>		<p><u>Capital Letter</u></p>
	<p><u>Finger Space</u></p>		<p><u>Tricky Words</u></p>
	<p><u>Handwriting</u></p>		<p><u>Question Mark</u></p>
	<p><u>Use Phonics</u></p>		<p><u>Read it again</u></p>
	<p><u>Say the sentence</u></p>		<p><u>Number Formation</u></p>



Write your name



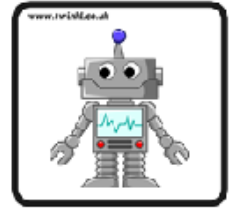
Find same initial sound (alliteration)



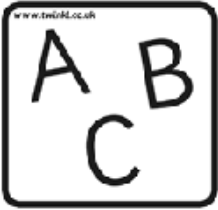
Can say a sentence



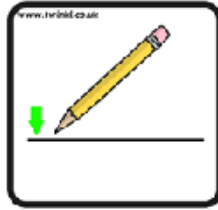
Found matching grapheme



Segmenting



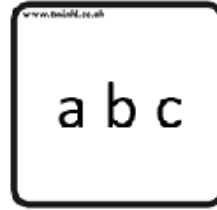
Use capital letters



Write on the line



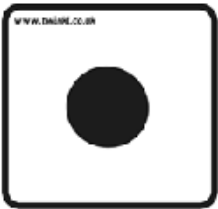
Hear initial sound



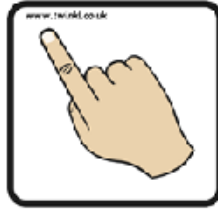
Correct letter formation



Use the correct letter



Use full stops



Use finger spaces



Hold the sentence