



St Mary's Catholic Primary School

Feedback and Marking Policy

Mission statement

Policy review date- Spring 2017
Person Responsible- Alison Ashworth and Helen Tomlinson
Ratified by Academy Council-
Review date- Autumn 2017

“The most important single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’ ”

Professor John Hattie (Influences and Student Learning)

OFSTED 2013

Ensure the use of consistent high quality marking of pupils’ work by:

- Providing comments that are informative and making sure that pupils fully understand what they must do next to improve their work.
- Making sure that pupils acknowledge that they have read and understood comments, and then respond to guidance.

Purpose

The purpose of this policy is to make explicit how the teaching team mark children’s work and provide high quality feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. We also have an expectation that all adults and learners understand and use the marking systems that are set out.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children in both written and verbal forms, focussing on successes and improvements against learning challenges. This enables children to become reflective learners and helps them to close the gap between what they do currently and what their next steps are. We recognise that the teaching team consists of teachers, teaching assistants (TA’s) and any other specialist teachers employed by the school.

Aims

To ensure that we, at St Mary’s:

- ✓ Provide frequent feedback of a consistently high quality
- ✓ Design ways to reveal and make use of mistakes
- ✓ Ensure tasks are challenging enough to warrant feedback
- ✓ Clarify and make meaningful the purpose of the learning, feedback activities and links between them
- ✓ Build ways of prompting and giving feedback into planning
- ✓ Ensure group work requires everyone to in in feedbacks
- ✓ Consider and prevent issues that might inhibit pupils’ responses to feedback
- ✓ Support teachers in summative assessments
- ✓ Have consistency throughout school with marking and feedback
- ✓ Develop a clear understanding of why and how feedback can support teaching and learning
- ✓ Use lesson outcomes to support future planning
- ✓ Mark or acknowledge all work produced by pupils
- ✓ Create a manageable system for staff
- ✓ Motivate and encourage learners by identifying strengths and successes, suggest appropriate targets and help overcome barriers

Peer assessment

Peer and self-assessment skills will be taught to children discretely, so that they understand how to make constructive comments to support the learning of their peers. They will be taught how to relate feedback to the lesson objective and not just secretarial.

Monitoring

Marking and feedback will be monitored by senior leadership and subject leaders regularly through;

- Weekly work scrutiny on a 3 week rotation; English, Maths, RE

- Lesson observation focus
-

Please note: SMT may ask for books at any point in the year to monitor marking and feedback.

Marking in KS2

Teacher marks in green or pink pen.

Maths

- Green highlighter will be used to show the objective has been met
- Mark each correct answer with a tick.
- Mark each incorrect answer with a dot.

We use a carousel of marking to ensure that each group receives quality feedback (Focus Marked- FM) at least twice a week in Maths, for example,

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Focus Marked	Independent	Teacher Assistant	Teacher	Focus Marked
Group 2	Teacher	Focus Marked	Independent	Teacher Assistant	Teacher
Group 3	Teacher Assistant	Teacher	Focus Marked	Independent	Teacher Assistant
Group 4	Independent	Teacher Assistant	Teacher	Focus Marked	Independent

English

- Green highlighter will be used to show the objective has been met.
- For extended pieces of writing e.g. Big Write, a green highlighter will be used to show examples of good work.
- A pink comment will be written to show an area for improvement, if appropriate.

All curriculum areas

Green highlighter to be used to show examples of objectives being met in work.

- Pink highlighter for areas for improvement.
- Pink pen followed by one area for improvement, as appropriate

Children

- All children will have opportunities to respond to feedback built into the week and as soon as possible to the work being marked.
- Responses by children to be completed in red pen.
- Class teacher acknowledges the response by initials.
- Occasionally, verbal feedback may be the most appropriate form of feedback for KS2 children.
- Staff should use the verbal feedback symbol on the piece of work to indicate that this has taken place.
- Focused will take place as a minimum twice a week for English and Maths, and once a week for RE.
- Identified errors in spelling of high frequency words will be rewritten 3 times.

Success Criteria to be used three times a week minimum in Maths and English

TA - Work has been completed and discussed with a teaching assistant

VF – Verbal feedback given

// - New paragraph

Marking throughout the curriculum

- All marking should follow the handwriting policy and model high standards of presentation
- Adults should take care to use vocabulary and expressions that the child will understand
- Comments will be grammatically accurate
- **All** written and mathematical work to be marked; by teacher, TA, pupils or peers.
- Guided reading sessions should allow for verbal feedback in order to show next steps for improvement
- A mixture of verbal and written comments will be used when marking and their use will be dependent on the child's age and attainment
- Negative comments are seldom. However, a distinct lack of effort or carelessness will be highlighted. Our children are taught that high expectations will not be compromised
- Green and pink pens only will be used to mark children's work
- Red pen should be used by the children to respond to feedback and complete peer / self-assessment.
- House points and any other class rewards are used to praise good work and effort. Exceptional work may be shown to the Head teacher for additional praise

Marking in Key Stage 1

Aims:

This EYFS and KS1 marking policy aims to:

- Complement the 'Whole School Marking' policy in colour scheme, whilst differentiating the success criteria and pupil feedback to an appropriate level.
- Be meaningful, manageable and motivating as suggested by the DfE in their recent report on feedback and marking.

Justification:

The reasons behind this differentiated marking scheme are as follows.

"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."

"We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

"The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

"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.”

All of these comments were made in two documents published by the Department for Education (Eliminating unnecessary workload around marking; 26 March 2016) and by Ofsted in Clarification for schools, regarding Feedback.

Policy:

The EYFS and KS1 marking policy will be:

Meaningful – We believe that the current whole-school marking policy is not meaningful to the younger members of our school. The colour is recognised by children.




Motivating – The comments will be motivating; children will focus on the positive aspects and become motivated.

Manageable: Although this type of triple marking (teacher, pupil, teacher commenting) may well be helpful to KS2, who can independently read, access and complete their feedback at the beginning of each lesson, it is less effective in KS1.

This is a more visual marking policy for KS1 which will motivate pupils, be meaningful to them and help to visibly progress their learning in books. Year 2 will move towards the Key stage 2 marking policy when the class teacher feels that they are ready. It will be introduced gradually so that by the end of Year 2 the KS2 policy has been adopted.

Learning Objective: will be displayed in child friendly language for every piece of work: this is to include work recorded by photographs and group work.

Success criteria: will be pictorial or in child friendly language where appropriate (Yr2). Symbols will agreed so that the SC are consistent across the Key Stage and that children begin to recognise and learn them.

Success Criteria	Have I used these?	Does my teacher think I have used these?
		
		
		

Marking comments: KS1 will follow the whole school colour scheme but feedback will be relevant to the age-group. E.g. green praise stamp (of any design) will give immediate praise and motivation. A pink stamp (the same symbol each time across all three classes) will indicate a short, understandable task that children can complete (in most cases) independently. This does not need to be an open-ended question.

e.g. Circle the correct spelling of your tricky word: the het eth



NB Supply Teachers and HLTAs covering classes should also adhere to the marking policy and annotate the work to say who has been teaching that lesson either with a sticky label or with their signature at the end of the piece of work.