

# St. John the Baptist RC Primary School



## Feedback and Marking Policy

St John the Baptist Roman Catholic Primary School Milton Lane Dartmouth TQ6 9HW Tel: 01803 832495		
Approved	Autumn 15	L Hamilton
Renew	Spring 17	



## St. John the Baptist R.C. Primary School

Milton Lane, Dartmouth

Devon TQ6 9HW

Telephone: 01803 832495

[www.st-johns-dartmouth.devon.sch.uk](http://www.st-johns-dartmouth.devon.sch.uk)



	<b>Feedback and Marking Policy</b>
<i>Approved</i>	<i>Review</i>

### Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at St John the Baptist RC Primary School.

Please read this policy in conjunction with our other policies:

- Learning and Teaching
- SEN and Inclusion

### Rationale

St John's School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St John's Primary School.

At St John's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

### **Principles of Effective Marking**

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for effort
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Teaching and Learning Policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

## **Procedures**

Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.

- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, provision maps etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

## **Effective Marking and Feedback Strategies**

The following strategies can be used to mark, assess and provide feedback.

### **1. Verbal Feedback**

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

## **Success Criteria Checklists**

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

### **Peer Marking**

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

### **Quality Feedback Comments**

Personalised Quality Feedback Comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted and areas for development are identified with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

WWW- 'What worked well'

EBI- 'Even better if....'

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. *"What else could you say here?"*
- A scaffolded prompt- e.g. *"What was the cat's tail doing?", "The cat was scared so he...", "Describe the expression on the cat's face".*
- An example prompt – e.g. *"Choose one of these or your own: He ran around in circles looking for the mouse/ The cat couldn't believe his eyes"*

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

## **Effective**

**Praise** These are used to praise and make explicit the learning achieved: for example, 'Fantastic—you can share objects into equal groups'.

- **Targets.** These are used to make clear the key area which is a next step for the children. Generic targets can be printed/made for key learning objectives, and personalised targets should also be set.
- **Questions .** Teachers should ask children to respond to questions about their learning: for example, 'Which character do you like most? Why?' The teacher must write or print in one colour, and the child must respond in another colour. This dialogue should be ongoing and purposeful. **'If a question is worth writing for a child, it is worth making sure every child is able to respond.'**
- **Peer assessment .** These must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another's work, which is very powerful. For example, 'Has your partner used any imaginative vocabulary? Write the best words here'.
- **Self assessment** Children can be encouraged to self-assess effectively against specific success criteria. Comments can be used too to provide children with lists of aspects to consider, which teacher and child can tick.

## **Monitoring**

Marking and Feedback will be monitored termly and will form part of our annual monitoring cycle Assessment for Learning.

## **Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

## APPENDIX 1



Where appropriate the following marking symbols will be used consistently across the school. However as the children grow older and their work more advanced there may be a need for additional detail to their marking of their piece of work with:

### Marking Key

⊙ / ⊙ = next step / Target

⊙TA = work supported by an adult

⊙I = worked independently

⊙C = teacher/pupil talked about work

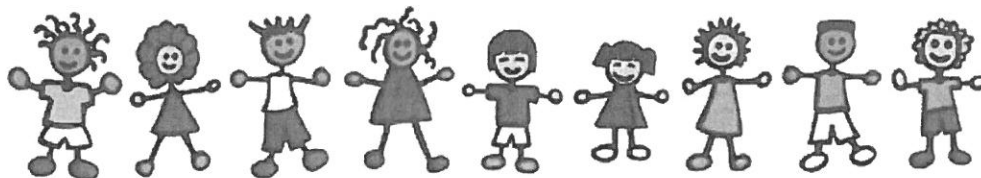
⊙GG = Guided Group work with Teacher

☺ = Positive comment against LO

LO = Learning Objective

## Appendix 2

### Our Agreement on Marking Partnerships



When we become marking partners, we 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 partners 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 with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners 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 want them to do it to us and it wouldn't be fair.

