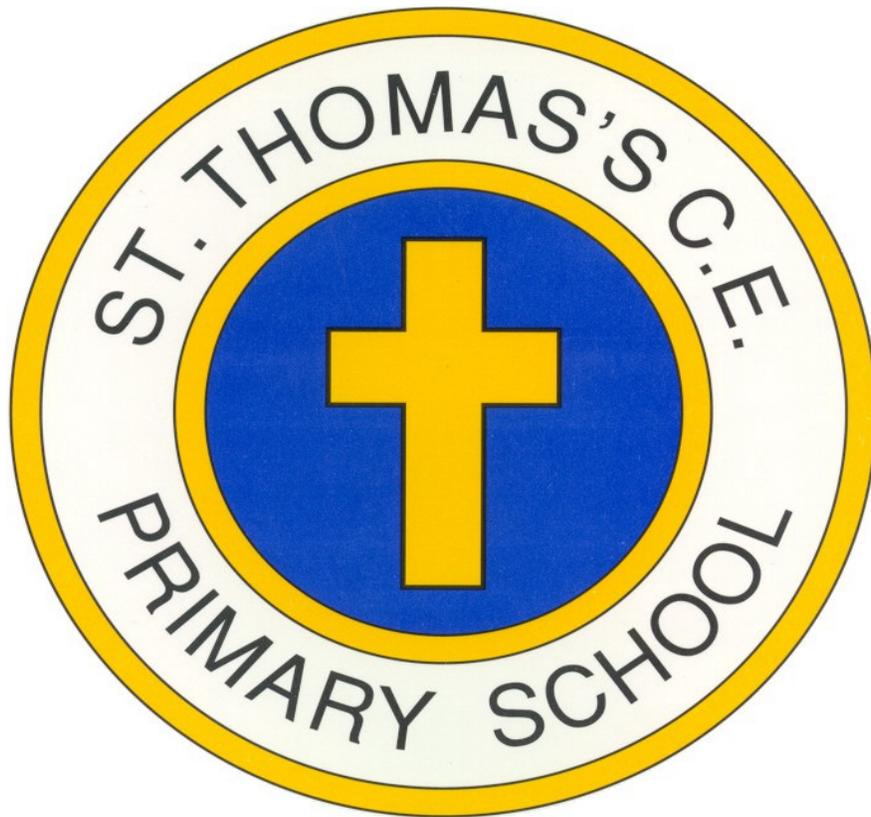


St Thomas's CE Primary School



Feedback and Marking Policy

Date: April 2014

Review: September 2015

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers, teaching assistants (TA's) and HLTA's.

Guidelines

A variety of tasks are set and marking these tasks is an essential part of a teaching team's role. If the marking is to have any value, a flexible approach must be adopted depending on the purpose of the task and the ability of the child but the marking must be kept up-to-date. Teacher's need to be clear, at the planning stage what outcomes they will be assessing and mark accordingly. Peer marking, self-marking and group marking are all key tools in providing verbal and written feedback to children in order to build on achievements and set new goals. Marking should celebrate achievement and impact on learning.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The affect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Mark schemes have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas (see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Quality and Reflective Marking.

A minimum of one in every third piece of work in every subject (except maths) should be quality marked. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention/success criteria and/or the improvement needs of the child.

When quality-marking teachers could:

- 1** Read the entire piece of work.
- 2** Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- 3** Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices). Age appropriate corrections should always be made.
- 4** Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices. All the children should have a comment. When possible and

appropriate, children should be given a comment, which will extend their thinking and requires a response.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Children's response to the comments

Self-Marking and evaluation

Children should be given time at the start or prior to the lesson, to read and consider the written feedback the marker has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as "Three Stars and a Wish".

Younger children may use traffic lights or smiley faces as an alternative method.

The children can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the LMT group, subject leaders and through whole staff scrutiny of books, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Appendix 1

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail.

The following guidance is in addition to the requirements of this policy.

Numeracy

In Numeracy all pieces of work should be marked.

Investigative and Practical work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as traffic lights or three stars and a wish.

Literacy

A minimum of one in every third piece of work should have a quality comment.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as traffic lights or three stars and a wish.

When marking an extended piece of writing, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted. Success criteria provide a focus for marking.

RE

A minimum of one in every third piece of work should have a quality comment. Comments should relate to the AT2 aspect of the session encouraging a personal response from the child.

ICT

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

Science

In science all planned investigations should be quality marked with feedback matched to success criteria and/or learning objective

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Specific guidelines for minimum marking/feedback

In order to praise and encourage a child, the teacher's own method of praise e.g. verbal comments, good marks, stickers, showing another teacher/headteacher/class etc are used but the following standardised procedures and approaches should be adopted within the key stages as guiding principles.

All markers should initial the work.

Each piece of recorded work in core subjects should be marked using the 'traffic light' system:

Red dot- learning objective not met
Yellow/orange dot- learning objective partially met
Green dot- learning objective met

Where a child is colour-blind a R,A,G will be written in the dot.

Alongside this staff should indicate the level of support the child received in completing the task. At KS2 independence is assumed and only support indicated.

T- worked with teacher
TA- worked with teaching assistant
I- completed independently
H- worked with volunteer/parent helper
WB- used individual whiteboards
V- verbal evidence of meeting objective
ICT- ICT activity
P- practical activity
R- resource used

 - 100 square

 - Calculator

 - Place value cards



N - Number line

If an extra challenge has been given to accelerate progress within the lesson this should be clearly identified i.e. Extra challenge in a bubble as a sub heading or in the margin.

Peer-marking and self- marking is encouraged as it encourages children to focus on the learning objectives. Criteria/ target grids are a recommended support in marking writing.

Marking Code for English at Foundation & KS1

The abilities of the children vary dramatically from those barely able to make a mark on paper to those with good independent writing skills. Marking therefore varies accordingly, recognising and building on individual's strengths and weaknesses and the appropriate requirements and expectations of the National Curriculum.

Basic key words should be spelt correctly and the children should be trained from an early age to use spelling aids to ensure misspelt words are corrected. Similarly children should be expected to begin all written work with a capital letter and end it with a full stop from the early stages of writing.

Suggested codes for marking English are as KS2 and these should be introduced bearing in mind the maturity and skills of the individual. Self and peer marking should be completed using the same code.

Marking Code for English at KS2

// new paragraph

_____ underline wrong word or spelling mistake

^ omission of a word

^^^^^ this part doesn't make sense

○ ring around a punctuation error

2 ticks good work, phrase, use of punctuation

Key elements of marking

1. A pen/different colour from the child's should be used.
2. Marking should be clear, accurate and neat.
3. Any writing done by the teacher/teaching assistant should be in the school's cursive style and joined at KS2.
4. Initial any work you mark

Appendix 2 **Handwriting Code**

Foundation & Key Stage One

From Reception all children write in pencil for all their work unless specifically requested by teachers/teaching assistants e.g. work for posters, displays etc. All the children will adopt the cursive writing style and this must be marked as deemed appropriate by individual teachers/teaching assistants keeping in pace with the child's own fine motor skill development. Y2 children will begin to join letters as appropriate and this should be encouraged. Letter or number reversals and misplaced capital letters should always be corrected as appropriate to age of children.

Key Stage Two

In Y3&4 children use pencil for all work. Writing should be joined or efforts at joining should be made following the Cripps scheme. In Y5&6 pens are provided for all children to use in written work. Pencils must be used for maths, drawings and diagrams.

Presentation Code

Foundation & Key Stage One

All work should be dated. It may be appropriate for the teacher/teaching assistant to date the work for very young children but all children should gradually start to write the date to familiarise them with the days of the week and months of the year.

With Y2 the numeric date could also be introduced for maths work when appropriate. This is consistent with KS2 expectations.

Rubbers are available for children to correct their mistakes as they work.

All children are encouraged to take pride in the presentation of their work and to feel that their work is valued.

Key Stage Two

All work must start with the date. Numeric date for maths work

Title/OLI/WALT- should be alone and underlined once.

Rule off at the end of a piece of work where appropriate

Maths work should be neat and legible using squares to aid setting out

Rubbers are available for children to correct their mistakes as they work. Tippex is not allowed.

Corrections requested by the teaching team should be done again and not rubbed out.

Some work is intended for a wider audience and final draft presentations such as displays, letters to outside agencies etc should be accurate.