



## St Gabriel's C.E. Primary School

### Marking and Feedback Policy

#### 1. Purpose

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

#### 1.1 Why

It is important to provide constructive feedback to children, 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 currently do and what we would like them to be able to do. Our aim is to have a greater impact on teaching and learning in our school.

#### 1.2 Principles

Marking and feedback should:

- be manageable for teachers and accessible to children;
- provide our pupils with feedback so they know the next steps and how to take them
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- Ultimately be seen by children as a positive approach to improving their learning.

### **1.3 Marking and Attainment**

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

### **2.0 Marking Children's Work**

Children's work needs to be marked in red. Teachers to use the symbols in appendix 1 when marking children's work.

#### **2.1 Oral Feedback**

It is important for all children to have oral feedback from the adult working with them. Where written marking is seen as inappropriate the teacher may give verbal feedback. The teacher should initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning.

#### **2.2 Formative feedback / marking**

St. Gabriel's Teaching & Learning policy sets out the requirements of teaching staff in respect of marking, to ensure that marking is frequent and of the highest quality. All work must be marked and teachers are required to provide detailed marking (including constructive comments, points for development and follow-up work) of at least three extended pieces of writing per week, three mathematics lessons, RE and science. When work has been marked in detail, time must be given for the children to read and respond to it. This is part of the lesson and must become a valued time.

#### **2.3 Ticking**

This should be used where there has been a large amount of adult input in the lesson or where oral feedback was given in the lesson.

### **3.0 Children's Response**

When work has been '**quality marked**', time should be given during the following lesson for children to read and then make one focused improvement based on the improvement suggestion (marked by the symbol used by that particular teacher). In order for the marking to be formative, the information must be used and acted on by the children. During this time you and your LSA may need to assist with the reading of comments.

## **3 ENGLISH COMPOSITION**

### **Quality marking is evident in books**

Children to be given a development point which they are to work on in the following lesson. Time is to be given at the beginning of in the following lesson for children to write under the learning objective 'my focus for today is....' followed by their development point from the previous lesson.

Class R ticks above correctly used letters and in Class 1 until they are fluent writers.

Children to write out correctly, several times, the common words they are misspelling and should be spelling correctly. Teachers then go back and tick this has been done correctly.

Child to analyse their work against stretching success criteria after extended writing and to comment on own work at the end of the lesson where possible and appropriate.

Children in Key Stage 2 are to regularly use highlighters to self-assess their writing against the success criteria.

## **MATHEMATICS**

### **Evidence of 'Quality Marking' in books**

Give children an additional question to challenge them

Model an example of correct working out

Where possible mark at the time with the child.

Acknowledgement of work being seen.

Teacher to 'look at work' and, where necessary, base the content of lesson on misconceptions the next day.

Child to comment on own work where possible and practical at the end of the lesson.

Children to self correct their own work in coloured pencil.

### **Creative curriculum and Religious Education**

All work should be marked against the learning objective for that lesson and literacy skills should be addressed also. Children should be informed of what they are doing well and something that they need to improve. Any misconceptions should be addressed. If a child has worked with an adult and has received in-depth oral feedback then the adult can label the work with the letters 'CM' (Conference Marking). Children from Y3+ must then record their feedback independently during time set aside in the next lesson for children to respond to marking.

## **HOMEWORK**

Tick or stamp.

### **3.2 Self marking – 3 stars and a wish.**

Older children should assess their work against Success Criteria sheets stuck in books and self-evaluate by identifying their own three successes and looking for

an improvement point. The plenary can then focus on this process as a way of analysing the learning.

### **3.3 Shared Marking**

Using one piece of work from a child in the class (with prior consent) to mark as a class, (on an OHP/ scan for IWB or enlarge onto A3), at regular intervals, models the marking process and teaches particular points at the same time. This works particularly well when you are showing a class how to edit their writing.

### **3.4 Paired Marking – 3 stars and a wish**

Children will sometimes be asked to mark work in pairs. The following points are important:

Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.

- Ground rules should be decided then put up as a poster.
- Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
- Encourage a dialogue between the children rather than one child being the 'teacher'.

### **3.5 Self- assessment**

At St Gabriel's we view this as developmental, it is expected that by the time the children are in year 5 they can write a comment about their understanding.

### **4.0 Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar should not be marked in every piece of writing. Children cannot effectively focus on too many things at once. When children have finished teachers should ask them to check for things that **they think are wrong** in their work when they read it through.

**4.1** We do aim to maintain the high standards of children's work at St Gabriel's in terms of **presentation** and the **quality** of the content.

Children need to be **taught** spelling, punctuation and grammar and this should be marked when it is the learning intention.

### **5.0 Monitoring**

1. The S.L.T will monitor books to ensure that the marking at St Gabriel's is consistent and useful to the pupils.
2. The Assessment co-ordinator will talk to the children about their work.

### **6.0 Policy Implementation and Review**

The original policy was written in April 2009 and latest review was in Autumn 2015.

To be reviewed Autumn 2017

## Appendix 1

### **Marking and Feedback Summary**

#### Marking Symbols

 - around missing capital letter

       - under spelling errors (key words and topic vocabulary)

**SP** - spelling

**SS** - sentence structure

// - new paragraph

 - independent

 - guided work with target group (include ratio)

 - completed with adult support

^ - omitted word

 - self assessment

 - punctuation

 - finger space

\* - positive marking comment

 - Target

- All work should be marked in red
- Incorrect spelling should be written at the bottom of the page for children to write out 3 times – if many words have incorrect spelling, then choose the high frequency words for them to rewrite.
- Please use the symbols on this page
- At the start of a lesson children should be given the opportunity to respond to marking from the previous lesson
- In maths an additional challenging question could be put as a next step
- If a child has achieved the LO then it should be highlighted

#### Traffic lighting for self-assessment:

 I need some more help with this

 I found this a challenge

 Green – I completed this with ease

Green highlighted LO – achieved LO

Orange highlighted LO – working towards LO