

St Gabriel's C of 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.

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 process 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 are 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 '**quality marking**' (including constructive comments, points for development and follow-up work) of at least two extended pieces of writing per week; two mathematics lessons; and RE, creative curriculum 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 complete one follow-up task or one focused improvement based on the improvement suggestion (marked by the appropriate symbol). 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

Evidence of 'Quality Marking' in books

Children are 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 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.

Children are to be given an additional task to challenge them or an improvement to make.

For pupils in Class R, teachers are to tick above correctly used letters. This is also the case for and Class 1 until the children are fluent writers.

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

Each pupil is to analyse their work against a stretching success criteria after extended writing and to comment on their 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

Children are to be given an additional question to challenge them.

Teachers are to model an example of correct working out.

Where possible, teachers are to mark at the time with the child.

All work should be seen and acknowledged by the teacher.

Teachers are to 'look at work' and, where necessary, base the content of proceeding lessons on the children's misconceptions.

Pupils are to comment on their own work where possible and practical at the end of the lesson.

Children are to self-correct their own work where possible.

Creative Curriculum, Religious Education and Science

All work should be marked against the learning objective for that lesson and literacy skills should be addressed also. Teachers are to highlight the learning objective and provide important spelling corrections in every lesson. Teachers are to 'quality mark' at least one lesson in each of these subjects per week where children are informed of what they are doing well, something that they need to improve and given a follow-up task. 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

Homework is to be ticked or stamped.

3.2 Self marking – 3 stars and a wish.

Older children should assess their work against the Success Criteria sheets stuck in their 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

Teachers share one piece of work from a child (with prior consent) to mark as a class (using a visualiser, scanner, photo or photocopy) modelling the marking process and addressing particular teaching points. This works particularly well when 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 whole class modelling and careful supervision;

- Ground rules should be decided then displayed;
- 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.

- A dialogue should be encouraged 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

Children need to be *taught* spelling, punctuation and grammar and this should be marked where appropriate and when it is the learning intention. Spelling, punctuation and grammar should not be marked in every piece of writing however. When children have finished their work teachers should ask them to check for things that *they think are wrong* in their work when they read it through.

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 and amendments was in Spring 2018.

To be reviewed Spring 2020

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

 or  - positive marking comment

 - follow-up task

- *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