



Sacred Heart Catholic Voluntary Academy



Marking and Feedback Policy

**MARKING POLICY & FEEDBACK POLICY**

Date of review: December 2018 **Drafted by: Karen Taylor/ Michelle Salvin**

Rationale:

It is through encouragement and informative feedback that children are most able to make improvements and develop their skills further. The most effective feedback is oral feedback, after which pupils should take immediate action. Whilst this is not feasible to give all pupils oral feedback during every lesson, it is our expectation that during adult directed group activities, children will receive high quality feedback, confirming their achievements and discussion about how to improve or deepen their learning next time. At other times adults will ensure one of the following takes place, in order for children to receive effective feedback: self assessment, peer assessment or teacher marking.

Marking is a tool with which to provide pupils with feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps children value their work and promote self-esteem.

Principles of Effective Marking and Feedback:

The following principles and advice should be taken into account when giving children feedback about their work.

- ✓ Feedback can be written or oral, and can be given by the teacher, the teaching assistant, or through self-assessment or peer-assessment.
- ✓ The best feedback is without doubt the dialogue that takes place whilst the task is being completed.
- ✓ Feedback should be positive in its tone – praising and encouraging the work that children produce, whilst giving constructive advice on how to improve.
- ✓ Children should explicitly be given the opportunity to respond to any feedback given, for example by being given the time to read any written feedback, and to act on any suggestions made in the feedback. *This time is valuable, and should not be underestimated; the progress children make during this time is often greater than the progress they would make if the teacher had moved on to teaching new material.*
- ✓ Feedback should be manageable for teachers and accessible for pupils – we should be aiming for teachers to write less and pupils to take more responsibility for assessment of work (self and peer assessment).
- ✓ The above two principles should inform the quantity of constructive feedback given; if children are not going to have the opportunity to respond to feedback, then it is both counter-productive and a poor use of teachers' valuable time to give it.
- ✓ The majority of feedback given should be focused on learning objectives, success criteria that have already been shared with/created by children prior to starting work, or with personal targets that individuals or groups are working towards; personal targets are more effective if children have had an involvement in choosing them, and have ownership of them.
- ✓ Teachers/TA's must not give pupils public scores, where these have a negative effect on their attitudes, particularly of lower attaining pupils, whereas comments alone have a positive effect on attitude.



- ✓ Hot marking will take place during the lesson by all adults supporting learning, as and when appropriate.
- ✓ Rather than being the subject of individual comments, common errors should be noted and used to inform planning for future lessons.
- ✓ The skills of self-assessment and peer-assessment, though not explored here in detail, are important keys to children making good progress.

AIMS

To provide feedback to teacher:-

- a) About the child's level of understanding.
- b) About the child's progress and next steps in their development.
- c) About the effectiveness of the lesson/activity.
- d) With regard to future planning/target setting.
- e) As an aid to assessment and record keeping.

To give the pupil:-

- a) Positive reinforcement on their achievements.
- b) Target for development.
- c) Indication of performance and what is needed to achieve their next steps in development.
- d) Specific points for improvement.

The way that marking is carried out falls into two main categories.

Marking in the child's presence gives the opportunity for:-

- a) Verbal and written praise, reinforcement and comments.
- b) Clarification/instant correction.
- c) Child input/self assessment.
- d) Target setting.

Verbal Feedback

Verbal feedback is widely agreed to be the most effective feedback. This means discussion of work and direct contact with the child. Even though it should be used with all children, it is particularly appropriate with younger, less able or less confident children. This may be to correct a child's understanding or to extend the child's learning. Such an exchange should be accompanied by the written mark 'VF' to represent verbal feedback, which will serve as a record that the child has received feedback.

Marking in the child's absence gives the opportunity for:-

- a) Careful scrutiny of the work.
- b) Written praise, reinforcement and comments to develop next steps in their learning journey.
- c) Assessment and record keeping.
- d) Target setting.



TIME- It is essential that children are given time to respond to marking, as soon as possible, to promote meaningful and effective response.

A range of the following methods will be used, in marking children's work, as appropriate.

Method

- ✓ Marking should be done blue ink.
- ✓ Comments should be brief and legible.
- ✓ Marking should be appropriate to child's ability and age.
- ✓ Comments should be relevant to the task.
- ✓ Comments may be used to put the work into context.
- ✓ Marking should not detract from the overall appearance of the work.
- ✓ Stickers, symbols or stamps can be used as praise/positive reinforcement.
- ✓ Ticks can be used to indicate correctness or approval.
- ✓ Dots and lines can be used to indicate corrections necessary or mistake.
- ✓ Incorrect spellings can be highlighted and may be written correctly for the child to practise or for the child to self-correct.
- ✓ Incorrect letter/number formation can be highlighted and may be written correctly for the child to practise.
- ✓ Interactive comments may be used.
- ✓ In some instances written marking is not used where it would detract from the appearance of the work.
- ✓ Scores or percentages are given for formal and informal tests, on an individual rather than a public basis.

MATHS

All pupils will have the L.O. recorded at the top of each piece of work as a title.

Stickers or stamps; LO achieved=green, Working towards LO = amber

Questions will be marked with a tick or a dot.

Children will go back and self correct in green pen (KS2) or pencil (KS1)

VF is recorded if verbal feedback has been given individually or as a group.

S is recorded if a child has been supported.

If a child has worked in a group with a teacher or a TA, it will be recorded.

Self assessment –

Age appropriate at the end of each maths lesson - Green pen.

Y5/6 Rag Rating recording system

Teacher responds with a tick, RAG rating or comment if needed.



ENGLISH

L.O. to be recorded at the top of each piece of work as a title. This is stressed to children as “Today’s learning”.

Stamps are used to record LO achieved=green, Working towards LO = amber

TALK FOR WRITING –

Initial tasks leading to formal writing:

L.O. to be recorded on each piece of work. L.O.s to be derived from the Learning Logs, Snap Science, White Rose, Come & See etc and must be specific e.g. ‘To write sentences that include parenthesis’; ‘To vary the way that sentences begin’; ‘To include different authorial techniques.’

Stickers or stamps; LO achieved=green, Working towards LO = amber

If working towards, further comments should be made. This can be verbal ‘VF’ or written.

End of Unit first drafts

In KS1, marking stampers will be used alongside a positive comment.

Incorrect spellings can also be highlighted if appropriate.

Marking ladders are used – self assessment/Headteacher assessment

In KS2, the agreed English marking code will be used to highlight errors and successes.

Up to 5 incorrect spellings will be highlighted.

A marking ladder is used.

Child led improvement:

Pupils will then go back and self-correct in green pen (KS2) or pencil (KS1), KS2 will use double spacing to facilitate self correction and improvements in this area, at end of piece.

Final drafts

A final positive comment or smiley face will be recorded on final drafts if appropriate.

KS2 Highlighted Area – highlighted area with specific focus for improvement. Green pen to be used. To be used if appropriate.



Example Technique

Yellow Box



The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

GUIDED READING:

Oral discussions and feedback marking during adult directed group time.

Children informed of their achievements and targets during Adult directed Group.

Assessments recorded by adult to inform planning for next steps.

No marking of journal notes, as these will be used during later discussions or independent activities. VF will be recorded after work is discussed.

RELIGIOUS EDUCATION:

Age Expectations & Driver words: displayed in class and consistently referred to both in oral and written feedback, ensuring the child knows the level they are currently working at and is given opportunity to work towards the next level.

Learning Objectives: for each piece of work, to include the Driver Words.

Stickers or stamps; LO achieved=green, Working towards LO = amber

Essential: to provide a range of tasks or success criteria, which provide different levels of challenge and opportunity for success.

Adult Response: Dialogue marking – minimum two per topic in KS2 and minimum of 1 per topic in KS1.

1 to 1 discussions offering opportunities to question and discuss their level of understanding.

Ensure we provide time for the child to respond orally and then record in their book.

Science marking:

A clear learning objective should be recorded as a title at the top of the page (derived from Snap Science scheme of work).



Stickers or stamps; LO achieved=green, Working towards LO = amber.

Questions to extend thinking and next steps should be recorded where appropriate.

CREATIVE CURRICULUM TOPIC MARKING:

KS2 English success criteria grids will be provided to remind children of the English expectations.

If a piece of extended written work is completed within a topic lesson/book, marking for English skills should still take place using the agreed code/ stamps. Pupils must go back and self correct in green pen, pencil for KS1.

Stamps will be used against the recorded L.O. for individual pieces of work.

PUPIL INVOLVEMENT IN MARKING THEIR WORK

It is good practice to involve pupils' in the marking of their work. This may be done by:

- Discussion with groups or individual pupils, during teaching & specific 'feedback marking' opportunities i.e. during Key Stage singing session.
- Individual feedback and pupil interview
- Response Time- at the start of the lesson
- Pupil use of highlighter pens
- Paired partner marking

MONITORING AND EVALUATION

The Senior Leadership Team and Curriculum Coordinators, will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff and Governors.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress and the child's next steps in their learning journey.

The performance indicators will be:

- ☑ An improvement in the effectiveness of marking on informing children of their achievements and next steps in order to strengthen & deepen their knowledge and understanding.
- ☑ An improvement in children's attainment.
- ☑ Consistency in teacher's marking across the two key stages and between year groups.