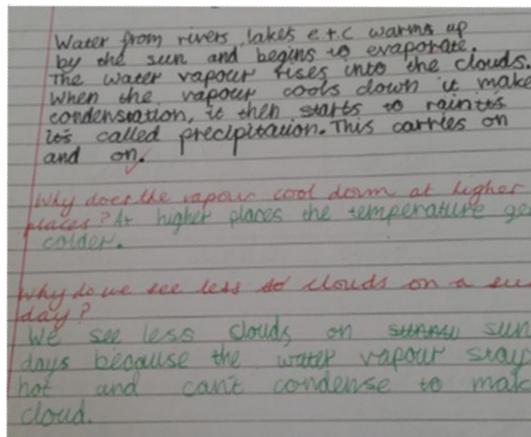




ST. PATRICK'S
CATHOLIC PRIMARY SCHOOL

Marking and Feedback Policy



DECEMBER 2015

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Mission and Vision

Every policy at the St Patrick's is drafted in the light of our mission and to help to realise the current vision for the school

Mission Statement

At St Patrick's school we will provide excellence in education inspired by the practice of our Catholic Faith. We will make the most of all our gifts in our safe, happy and caring school. With Jesus Christ as our friend and model, we will help each other to grow in the love of God, developing self-esteem, and a love of learning.

Vision statement

By July 2017 St Patrick's Catholic Primary School will be a model of educational excellence and consistently within the top 5% of schools in England. The School will have achieved this through the delivery of a creative and rigorous curriculum which inspires and motivates all our children to realise their God-given potential.

Aims of Policy

- To provide a coherent picture of good and outstanding practice in marking.
- To provide positive reinforcement of the teaching and learning process.
- To ensure that effective learning results from manageable feedback and marking.
- To give teachers, teaching assistants and peers the skills for effective feedback and marking.
- To set out our expectations for high quality but manageable feedback and marking.

Why do we mark?

- To enable a regular dialogue between the teacher and child.
- To give a clear picture of what the child has done against the Learning Intention (LI) or sometimes a Learning Outcome (LO).
- To give recognition and praise for achievement.
- To provide suggestions for the next learning steps.
- To identify common and individual needs to inform planning.
- To empower children in self-assessment.
- To ensure that all pupils make visible progress.

What is visible progress?

- Without any visible impact we do not know if marking has been effective.
- Use of red teacher marking and green pen feedback is the first step only.
- We need to ensure the types of guidance we give impacts on the progress of the children and this can only be identified by the response.

At St. Patrick's we expect children to:

- Regularly read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Children should not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Pupils should usually be expected to record the LI and date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines

For marking to be worthwhile it is essential that children can both understand and respond to it in a meaningful way.

How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the Class teacher need to lead children to develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session children should be encouraged to read the teacher comment from the lesson before and if appropriate respond to it in green pen. Therefore marking needs to include questions that encourage a green pen response. These should be related to the success criteria of the lesson and, as far as possible, personalised to the pupil.
- Examples of appropriate comments to elicit these outcomes are given in Appendix 1.

How do we mark at St.Patrick's?

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. When possible, marking is carried out with the child present, although it is recognised that this can be difficult to accommodate.

- In order for marking to have the maximum impact it should mainly focus on next steps or to further explore understanding related to the success criteria. Attainment in relation to the learning objective should also be commented on but this will be in the form of a simple sentence or mark e.g. Objective met!
- Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task. (See below)
- Homework should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress.
- Adult response to children's work may be oral or comprised of written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher must initial and / or tick the piece of work indicating clearly that oral feedback has been given e.g. 1:1 feedback. We recognise that oral intervention / feedback may be more appropriate in EYFS and Year 1, as this also gives the child the opportunity to input their own thoughts and ideas, but is also of equal value in Key Stage 2.
- Teachers should use red pen for marking children's work. Children respond in green.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Teachers should indicate appropriate incorrect spellings for children to correct in all writing.
- Supply teachers will be provided with an overview of marking expectations prior to covering a class. Class teachers will check the quality of work which has been marked by a cover teacher. If set work has not been marked, class teachers will ensure that the work is marked in accordance with school policy.
 - In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further (e.g. three stars and a wish).
 - Comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related or green pen comment.
 - It is expected that children are given regular opportunities to read the written comments on a number of pieces of work to remind themselves of their progress or areas for development.
 - See also Appendix 3 for examples

School Systems for effective feedback and marking

Aims	Day to Day Marking (All written work)	In depth (At least one piece of literacy, one piece of numeracy and one piece of writing from another subject a week)
To give a clear picture of what the child has done against the LI	<ul style="list-style-type: none"> • Use stamps / stickers/brief comments for LI (met or part met) • Use of yellow highlighter to indicate examples of where a child has met the success criteria for a lesson. 	<ul style="list-style-type: none"> • Personalised comments relating to what a child has done particularly well in relation to the success criteria • Modelling of how a next step could be achieved • You may respond to a child's self-assessment
To give recognition and praise for achievement	<ul style="list-style-type: none"> • Use of praise/ stickers to reward effort and achievement 	<ul style="list-style-type: none"> • Questioning to promote self-assessment, e.g. 'What did you do well?' against the success criteria or effort
To provide suggestions for the next learning steps	<ul style="list-style-type: none"> • Use of a question • Use of symbols / green highlighter 	<ul style="list-style-type: none"> • Use green highlighter pens for areas to develop, with an explanation, example or question
To enable a regular dialogue between the teacher and child	<ul style="list-style-type: none"> • Daily questions to consolidate/extend learning • Provide pupils with sufficient time to check their own work • Ensure pupils have time to respond to comments and questions 	<ul style="list-style-type: none"> • Pupils to have time to make diagnostic comments/assessments in relation to their work • Ensure pupils have time to respond to comments and questions with additional opportunities to edit their own work
To identify common needs to inform planning	<ul style="list-style-type: none"> • Impact on next lesson: use verbal feedback and green pen questions to revisit an idea, punctuation or spelling 	<ul style="list-style-type: none"> • Impact on speeding or slowing down of the teaching sequence

Verbal feedback: This is at the heart of what teachers do the whole time; whether it is to refocus or stretch pupils. All lessons contain a substantial amount of teacher / support staff talk that is both planned and responsive to the needs of the pupil (s).

See also Appendix 2 for examples

Checklist

Does your feedback and marking support and encourage learning?

Literacy

- Every piece of work should be marked against the L.I.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- One piece of literacy is marked in depth each week.
- Within this piece of work, personalised targets will be reviewed/celebrated/set.
- Spelling tests to be marked. Test scores to be recorded by teacher only.

Maths

- Every piece of work should be marked against the L.I.
- Mental maths tests to be marked. Test scores to be recorded by teacher only.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- Spelling and presentation will be commented upon if subject-specific using the codes in Appendix 2.

All other written work

- Every piece of work should be marked against the L.I.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.

Non-written work

- Verbal feedback will be provided during and at the end of each session.

Strategies for making marking manageable

Marking can be very time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with the whole class
- Use of peer marking (which has been modelled and taught to children).
- Use of 'objective met' comment alongside the green pen question.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively
- An effective and time efficient way to significantly extend children's learning in extended writing may be to:

- Highlight up to three aspects of a piece of writing which demonstrate achievement in relation to the stated LI. The use of a highlighter pen is time efficient and effective. Individual words or sentences can be highlighted to indicate achievement in relation to the LI.
- Encourage children to indicate when they feel that they have met a personalised/ work target by indicating 'T' in the margin or on the same line. This supports children to remain focussed on the LI throughout the duration of the activity and is an important form of self-assessment.
- Suggest a specific improvement (see Appendix 3 for differentiated strategies for doing this).

Helpful everyday questions

(From Shirley Clarke, 1998)

For Teachers:

- *Do I vary my marking style?*
- *Do I over-use the same comment? E.g. 'use capital letters' from September to March.*
- *Do I model expectations?*
- *Do I use positive statements?*
- *Do I indicate future needs?*
- *Do I set targets and help children to know what they need to do next?*
- *Do I encourage pupils to self-assess their work?*
- *Are their planned opportunities for peer-assessment?*
- *Do I involve children, parents/carers and peers in the marking process?*

For children:

- *Do you know your next steps / targets?*
- *Why do your teachers mark your work?*
- *What sort of things make the teacher think your work is good?*
- *How do you know if your teacher thinks that your work could be improved?*
- *What sort of marking do you find helpful?*

Appendix 1

Comments to extend Learning (challenge questions)

How did you know that _____?

Why do you think _____?

If you were this character what would you have done?

Would you like to live in this setting? Why?

What could you do to be sure that your results would always be the same?

A great conclusion! What do you think makes it so good?

Which is your favourite sentence? Why?

What was your objective for this writing? Highlight your most effective words/sentence

How quickly can you _____? (e.g. write 10 decimals

Have you used any imaginative vocabulary? Write the words here.

Can you make up your own example of a $TU \times TU$ calculation using only even numbers?

Write a similar challenge for your parents.

What is the most interesting fact that you have learned from this research?

What would you like to find out next about _____?

How many cm are there in 1m? 10m? 100m? 1000m?

Can you solve these?

Here's the bonus question _____

Pupil Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to _____

I found out that _____

I have got better at _____ because I can now _____

My _____ is improving because _____

I enjoyed this work because _____

My work is good because _____ but I could make it even better by _____

I'm proud of this work because _____

I get mixed up when I try to _____ I need help with this.

I found this hard because I don't know how to _____

I needed to use _____ to help me.

I found this work hard. It would help me if _____

Differentiated Ways to show visible progress:

Reminder Prompt:

How do you think the dog felt here?

Don't forget to...

Steps Prompt:

First remember to start your sentence with a capital letter.

Then...

Last of all...

Example Prompt:

Choose one of these or your own:

- He couldn't believe his eyes
- He ran round in circles looking for the rabbit, feeling very confused.

Remember: e.g. grammatical rule / homophones etc

What would happen if _____?

Can you think of another _____? (Ending / word / reason)

Can you spot a pattern?

Appendix Two

Symbol	Meaning	Supplementary comments/ Marks
Stickers*	Learning Intention achieved / developing	Extension question added Model example that allays an identified misconception (e.g. a spelling rule, a half completed equation, a multi-choice question)
	Spellings	Teacher underlines and corrects at the end of the page No more than 3 spelling errors need to be identified in one lesson The child should practise the spellings at the back of their book
Use of green highlighter pen	Highlight teaching points that need to worked on	Use as appropriate in relation to work or pupil
Use of yellow highlighter pen	Examples of meeting the learning intention or success criteria	
TA	Teaching Assistant support	
T	Teacher support	



Appendix Three

Examples of marking

Spelling

The grate fire of lundon was very hot and lots of peepl dyd. And it was at Pooding Lane and sum peepl tryd to put it owt

E.g. Can you correct?

London

some

out

Marking to the literacy target (use capital letters correctly) and learning intention (to use descriptive vocabulary)

the children went to the dark wood with tall shadowy trees.

E.g. I love how you have used the adjective 'dark' to describe the wood and the word 'tall' to describe the trees. These adjectives really help the reader to imagine the setting.

Remember that we use capital letters at the start of a sentence. Can you edit your work so that there is a capital letter at the beginning of every sentence?

Use your word bank to help you think of a better word than 'went' for your story.

Marking to foci from success criteria

E.g. Mr.Piggott stood proudly in front of his big house

Giving pupils a short activity to improve on their learning intention

Write some more sentences to describe what you ate at the seaside for your diary entry.

For example, I became extremely hungry when I could smell my favourite meal of fish and chips

Can you re-write paragraph two with more detail and description? Use your plan to help you.

You wrote a good introductory paragraph to your newspaper report. Can you think of a different headline?