

St Mary's Catholic Primary

Policy for Feedback marking

Person Responsible: Miss M Jackson

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We believe feedback marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. Evidence of successful assessments and feedback will be seen through expectations and progression through and across sequences of lessons, clear teacher modelling of relevant skills informed through assessment and learning dialogues in books

Marking and Feedback should:

- Be manageable for teachers.
- Relate to learning intentions and or individual targets which are shared with children.
- Give children opportunities to reflect on their next learning steps and allow specific time to read and respond to marking if appropriate.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Respond to individual learning needs, oral feedback, marking face-to-face with some and at a distance for others.
- Inform future planning, including focus group teaching, and individual target setting.
- Ultimately be seen by children as positive in improving their learning.
- Involve children as active participants in their learning.
- Encourage and teach children to self-mark wherever possible.

Summative feedback/marking

This usually consists of ticks, question marks and crosses and is associated with closed tasks or exercises. If the teacher believes it appropriate for the task set, the children should be encouraged to self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly on other features. Identify what the child has done well, what they need to do to improve and how to do it.

Written feedback should also focus first and foremost on the learning intention of the task and children's individual targets. The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'expand this point-why does he like this?', 'Say something about the prince's personality', 'Which word fits best: handsome,

elegant or arrogant'

Useful comments are:-

- A **reminder** prompt (e.g. 'which calculation could have been used?')
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing? 'The dog was angry so he...', 'Describe the expression on the dog's face').
- An **example** prompt (e.g. choose one of these of your own: He ran round in circles looking for the rabbit. The dog couldn't believe his eyes).

Grammar/Punctuation/Spelling

- Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. The teacher should decide which key spellings need to be corrected and what is appropriate for that child/age group and for that specific piece of work.

Self-Evaluation

- Children should self-evaluate wherever possible and be given time to reflect on their learning. Children can identify their own successes and look for improvement points.

Shared marking

- Using one piece of work from a child in another class to mark as a class, using IWB, at regular intervals, models the marking process and teaches particular points at the same time - also improving a piece of work.
- Another strategy is to show two pieces of work, with the same title, and discuss their differences.
- Display children's work showing the process. This can be on the Learning Walls or on display boards

Peer Evaluation

Before ends of lessons, children should sometimes be asked to read/edit/narrative narrative work in pairs. The following points are important:

- Children need to be trained to do this, through modelling with the whole class and using success criteria as a framework.
- Ground rules (e.g. listening, interruptions, confidentiality etc.) should be decided and adhered to.
- Encourage children to talk about what they have learned.

Organisation

- Plan for time to go through work and mark as a class or focus group.
- Distance marking should be accessible to children and manageable for teachers.
- When work has been marked, time should be given for children to read and respond to marking making. In order for the marking to be formative, the information must be used and acted on by the children-with work showing an improvement.
- TAs are encouraged to write a brief comment on the child's work/indicate whether it was independent or supported.

St Mary's Catholic Primary School Marking Policy

We expect

Children are given time to respond to all feedback marking. All work to be marked by a tick and comment if appropriate. Work to be marked as soon as possible-preferably after every session-marked against the learning intention.

Maths

- Work should be marked developmentally once a week with an example of how to improve or a question to further develop learning and a scaffolding comment if appropriate

English

- Sustained writing should be taking place weekly and linked with your literacy unit or another curriculum area.
- Work should be marked developmentally once a week with an example of how to improve or a question to further develop learning and a scaffolding comment if appropriate.

Science

- Two pieces of work per unit should be marked using feedback marking with a focus on knowledge/understanding and SC1 Scientific Enquiry skills.

Foundation subject

- A balance of quality and acknowledgement marking should be used. Marking should be supporting pupils in understanding their strengths and areas of development.

Quality developmental marking is at its best when it is purposeful. Time should always be planned so that children have time to address the next step in their learning that has been identified through a suggestion or question. This can be done as a whole class or in guided groups as appropriate. Evidence of this will be in class planning and children's books and children's articulation about their learning. Teachers and children can use assessment grids for maths and literacy to support developmental marking, achievement and next steps.