

# St Joseph's Primary School



## Feedback and Marking Policy

Date: January 2011

Review: January 2014

### **ST JOSEPHS PS MISSION STATEMENT**

The full staff of St Joseph's will serve the Crossgar community and its surrounding areas through the provision of a caring and effective Catholic Education which will enable children to maximise their potential for their whole development – Academic, Religious, Personal and Social.

### **THE PURPOSE OF THIS POLICY**

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

### **THE NEED FOR A MARKING POLICY**

It is important that the teaching team provides constructive feedback to children, both written and orally, 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 do currently and what we would like them to do. We recognise that the teaching team consists of teachers, classroom assistants (CA's), n any other specialist teachers employed by the school.

## **The Principles That Guide the School's Approach to Marking and Feedback**

*Marking and feedback should:*

- ✓ Be manageable for the teaching team and accessible to the children.
- ✓ Relate to the learning intention.
- ✓ Involve the teaching team working with the children.
- ✓ To celebrate and give recognition and praise for achievement.
- ✓ To agree and set clear strategies and targets for improvement.
- ✓ Allow specific time for children to read, reflect and respond to marking where appropriate.
- ✓ Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- ✓ Inform future planning.
- ✓ Use consistent codes within Key Stages.
- ✓ Ultimately be seen by children as a positive approach to improving their learning.

### **THE AFFECT OF MARKING ON ATTAINMENT.**

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

## **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback, any one of these may be used depending upon the Learning Intention of a lesson. Mark schemes have been included in this policy as appendices.

### **Oral Feedback**

Children of all ages need to have oral feedback but this is particularly important in the foundation stage and KS1 where children may not be able to read a comment. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas  
(see subject specific marking and feedback guidance in appendix).

### **Summative Feedback / marking**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

### **Formative feedback / marking**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning intention although there may also be reminders of long term targets (eg. Spelling, grammar).

### **Marking and feedback given by members of the teaching team other than teachers.**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be viewed and commented on where appropriate by the teacher.

## **Quality Marking.**

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers could:

- 1 Read the entire piece of work.
- 2 Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- 3 Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices).
- 4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices and these will be displayed in each classroom.

Work should not be marked in a red pen.

A pink highlighter pen may be used to highlight a successful aspect of the learning intention in a piece of work. A yellow highlighter will indicate an area of improvement in the piece of work.

All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

## **Children's response to the comments**

### *Self-Marking and evaluation*

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as "Three Stars and a Wish". Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

## **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SMT group, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

## **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

### **Numeracy**

\*In Numeracy all pieces of work should be marked.

\* A quality comment should be given at significant stages of a class covering a mathematical area.

#### *Investigative and Practical work*

Where a child has undertaken an investigative or practical task, there should be oral feedback given.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as traffic lights or fist of five.

### **Literacy**

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as traffic lights or three stars and a wish.

When marking creative writing, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement.

### **ICT**

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

### **Performing Arts**

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

### **Homework**

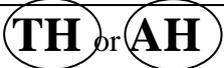
All pieces of work should be marked and quality comments made if and when appropriate.

## SUGGESTED MARKING SCHEME

### Foundation and Key Stage 1

Mark	Meaning
	You have understood this work.
	You are beginning to understand this work.
<b>I</b>	Independent work
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
(TH) or (AH)	Help has been given by teacher or teaching assistant
	Good contributions on the carpet
	Think again
	Please think carefully about this work, the teacher may clarify what to think about.
 (A)	You have achieved the objective
 (A)	You are beginning to understand the objective
(CL)	Capital letter missing
//	New paragraph

**SUGGESTED MARKING SCHEME**  
**Key Stage 2**

Mark	Meaning
	You did not understand but keep trying.
	Grammar mistake
	Punctuation Missing
	Presentation needs to improve.
	Help has been given by teacher or teaching assistant
	Think again
	Put an effective word in here.
	You have achieved the objective
	You are beginning to understand the objective
	Capital letter missing
	New paragraph
	Something doesn't make sense. You need to read your work carefully and check it for mistakes
	Spelling mistake

