

St John Fisher Catholic Primary School

MARKING AND FEEDBACK POLICY



Chair of Governors	
Date	November 2016
Date for Review	November 2018

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Rationale

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self- assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Principles and Aims of Marking and Feedback

Not all pieces of work can be 'focus marked'. Feedback will focus on targets, the Learning Objective and Success Criteria of the task. Achievement of the Learning Objectives, Success criteria, Targets will be acknowledged through ticking the appropriate point.

The purpose of marking and feedback is:

- To celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- To confirm standards, individually, and within the class;
- To offer children the opportunity to respond to marking for improvement;
- To determine whether a child can work within set time limits or targets;
- To assess and evaluate against the success criteria;
- To measure the school's progress against national expectation.

Marking and feedback should:

- Ultimately be seen by children as positive in improving their learning.
- Relate to learning objectives, success criteria and children's individual targets
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning intention.
- Use consistent codes throughout the school. See Appendix for Marking code.
 - Be recorded appropriately when given in verbal form, e.g. individual/group conversations with an adult. VF is enough to indicate a conversation has taken place.
- Give recognition and appropriate praise for achievement e.g. show another adult; a Dojo point; a sticker.
- Give clear strategies for improvement. Including examples of what is expected.
- Give time for children to read, reflect and respond to marking. Where appropriate lessons will have a 5 minute feedback time and FIX IT FRIDAY will also be used. Where by an extended period of time will be allowed for children to respond.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Inform future planning and group target setting.
- Be manageable for teachers.

Types of Feedback and Marking

Summative feedback/marking:

This usually consists of ticks and dots (not crosses) and is associated with closed tasks or exercises where there is a correct/incorrect answer.

Formative feedback/marking:

Verbal Feedback

Where oral feedback is used the teacher will record this using VF. It is not necessary to record every detail of what has been said unless it directly informs next steps or other professionals working with the children.

Self Marking

This happens in Year 2 and Key Stage 2, where appropriate (eg tests, work on whiteboards)

Paired Marking

Children should sometimes be asked to mark work in pairs, e.g. spelling tests, times table tests, science vocabulary and proofreading. Discretion needs to be applied to paired marking as appropriate, for example, for lower attainers and/or children with low self-esteem.

Shared Marking

Using a child's piece of work on the Interactive whiteboard, the teacher models the marking process and teaches particular points at the same time.

Self Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Children should be taught to use the Purple Pen Rules- appendix
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be given time and opportunity to act upon suggestions given to them by a teacher or peer.

Secretarial Features

Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.

High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science).

When work is finished, children will be asked to check for things they know are wrong in their work when they read it through. Children will be given feedback about the things they have been asked to pay attention to.

All published work for display should be neatly presented to a high standard based on the child's age and individual ability.

Recording of Marking and Feedback

The learning Objective (LO) and Success Criteria (SC) are recorded at the top of each piece of work – either written by the child or stuck in by the teacher.

Practical lessons are recorded in the children's books in a fashion best matched to task, for example; drawings, sticky labels, photographs etc.

Monitoring and Review

The Head teacher and subject leaders will regularly monitor (book scrutiny, learning walks and observations) the effectiveness of the policy to ensure that marking systems are upheld and that every child receives positive, constructive and timely feedback.

Janine Dixon-Gibbon 2016

APPENDIX 1

St John Fisher Marking Code

Teacher Prompts

- A reminder prompt
- A scaffolding prompt (clue)
- An example prompt
- A challenge/extension prompt

Content prompts

correct

incorrect

CL capital letter

FS full stop

Word underlined spelling mistake

Wiggly line Grammatical error/doesn't make sense so read again

FSP finger space

L start a new line

// start a new paragraph

indent reminder

LO Learning Objective

I independent work

S supported work

T target met

VF verbal feedback

JD initials of person who is marking

ST supply teacher