



St Malachy's Catholic Primary School, A Voluntary Academy

Marking & Feedback Policy 2016-2017



Rationale

St. Malachy's Catholic Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking and feedback is the most important factor in pupil learning, so this policy is crucial for the school. In reviewing this policy (July 2016) we have taken into consideration recommendations made in the report of the Independent Teacher Workload Review Group 'Eliminating unnecessary workload around marking'.

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'

Mission Statement:

St Malachy's Catholic Primary School has the presence and power of Jesus Christ at its centre. It is a community which is governed by Gospel Values and where Christ's command for us to love God, and to love one another, is central to all we do.

Through the clear, visual Catholic identity of St Malachy's, our vision for Catholic education is fulfilled through the educational experiences and personal curriculum we provide for our children.

Prayer and Worship are at the heart of day to day life within our school and it is our desire for each child's journey of faith to celebrate their unique gifts and talents, made in the image and likeness of God.

Aims

- At St. Malachy's Catholic Primary School we aim to value each child as an individual so that they can develop their potential through taking an active role in their own progress, thus becoming independent learners.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue with the learner which will aid their progression.

- Strive for excellence in all things.

Purpose of Marking and Feedback

- To communicate regularly with children during and at the end of lessons so they can improve their individual progress.
- To provide teachers with feedback as to how well the children have understood the current work, to inform the **next steps** in a child's learning and to enable teachers to plan future lessons which move children's learning on.
- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist in forward planning.
- To assist children, by setting clear targets, to focus on aspects of their work which need further development.
- To motivate children to further their effort by celebrating current achievements and raising self-esteem.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments.
- To promote high quality work.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our Marking & Feedback Policy to parents by uploading our policy to the school website.
- Marking & Feedback will vary by age group, subject and what works best for the child and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.
- Marking practice should be proportionate not complex, and should be time effective for teachers.
- Marking should help motivate children to make progress.

Effective Marking and Feedback should:

- Be meaningful, manageable and motivating for pupils and staff.
- Be formative and children's work closely monitored throughout the lesson with one - to-one feedback regularly given.
- Take place during lessons, wherever possible, by the class teacher or learning support assistant and give children the opportunity to mark their own or others work as a self-assessment tool.
- Provide clear feedback to pupils about the strengths and areas for improvement in their work and the next steps they need to take both during the lesson, where appropriate, and in future lessons.
- Give children suggestions on how they can improve their work so they can redraft and edit work effectively.
- Provide a record of each pupil's progress.
- Encourage pupils to strive to improve by giving help, encouragement and constructive comments.
- Direct pupils to what they need to do to improve their work.

- Acknowledge the Secrets to Success / Growth Mindset Characteristics that the pupils have demonstrated during the lesson.
- Engage with the pupils' self-assessment.
- Show questions or key words, written in the margin, from time to time during the lesson for children to act upon (KS2).

Guidelines for Marking and Feedback

- Assess children's work in a positive manner reflecting the ethos of the school.
- Wherever possible mark written work and give feedback during the lesson.
- Feedback not given during the lesson should be shared with the children as soon as possible.
- Mark work consistently in ways which highlight strengths and allow for improvements to be made using approaches which are understood by children and parents.
- Provide helpful and age appropriate constructive feedback to children so they know how they can move their learning forward.
- Recognise achievements giving encouragement and recognition of Secrets to Success / Growth Mindset Characteristics.
- Focus on particular aspects of work at different times rather than highlighting every mistake which is disheartening. Children will need to understand what aspects of their work will be the focus of marking linked with the learning intention.
- Encourage children to proof-read and redraft their work for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation and, where appropriate, use their blue pens of progress to self-correct and edit.
- Allow children to correct mistakes independently using dictionaries, word banks and the classroom environment rather than writing the correction for them.
- Plan for and give children time to respond to feedback by editing/redrafting their work.
- Help parents understand strengths and areas for improvement in their children's work.

Oral Feedback

Research (including feedback from the Sutton Trust) shows that effective, high quality oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions. It should be interactive and developmental. It may give reassurance or a check on progress during a lesson, or may be in the form of a learning review in a plenary session. At St. Malachy's, we pride ourselves on giving all learners high quality oral feedback in order to improve their learning. This may be through 'edit and improve' intervention, small group, peer group and teacher led marking, or through 1:1 sessions with the class teacher.

Marking in the Early Years Foundation Stage (EYFS)

- As part of the EYFS ethos, staff continually give verbal feedback to children, whether they are working independently, with other children or with an adult.
- Praise and encouragement are given throughout the day to recognise and celebrate children's achievements.
- Children are regularly observed by staff during their independent learning according to EYFS requirements and this is recorded on long or short observation sheets, and records are kept. Next steps are identified straight away and the adult will act on them to move the children's learning on.

- Children work in small groups on focussed tasks to enable them to have guidance from an adult, especially when completing more formal recorded work, for example pieces of writing.
- Children are always supported by the teacher or Teaching Assistant when working on an adult led activity.
- The learning objective is displayed on the written work and feedback is given throughout the task, relating to the learning objective and supporting children in making progress. Verbal praise is given to children, regardless of achievement.
- The children in EYFS are encouraged to and taught how to give verbal peer feedback.

We use the following symbols on written work:



- To show where the child has been working independently



- To recognise achievements in the children's work



- Next step

- Feedback is always given verbally on how to move learning on within the lesson or the following lesson.
- We acknowledge that at relevant times within the year, or within a child's academic progress, using this symbol  may be appropriate
- All written comments and symbols will be made using a **green pen**.
- Respond to corrections in **red pen**.
- Teachers may also use 'Good to be Green' stickers or other ways of rewarding children if they feel this is appropriate.

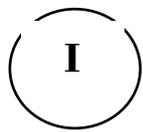
Marking and Feedback in Key Stage One

- All work in books should have the learning objective/I can statements displayed.
- Any written comments should be progressive, developmental and show how learning can be moved forward.
- Next steps should show where work can be improved or enriched.
- Rewards may be given in books as well as verbally and will take into account any Good to be Green / Growth Mindset Characteristics shown.
- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback, peer feedback and self assessment.

We use the following symbols on written work:



Achievement / Effort

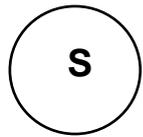


Worked independently



good point/work

Outstanding point/work



Worked with support



Next step (feedback given on how to move learning on within the Lesson or the following lesson)



Verbal feedback given - with a Key Prompt

MIC = Marked in Class

All written comments and symbols will be made using a **green pen**

Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start of the next lesson.

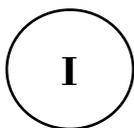
Marking and Feedback in Key Stage Two

- All work in books should have the learning objective/I Can Statement displayed.
- Any written comments should be progressive, developmental and show how learning can be moved forward.
- Next steps should show where work can be improved or enriched.
- Rewards may be given in books as well as verbally and will take into account any Growth Mindset Characteristics shown.
- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback, peer feedback and self-assessment.

We use the following symbols on written work:



- Achievement / Effort

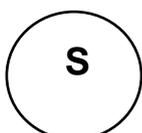


Worked independently



good point/work

Outstanding point/work



Worked with support



next step (feedback given on how to move learning on within the lesson or the following lesson)

PA/SA Peer Assessment/Self-Assessment

VF

Verbal feedback given - with a Key Prompt and initials of person marking

Sp

Spelling error (acknowledged in the marking in KS2 onwards)

Gr

Grammar error (acknowledged in the marking in KS2 onwards)

P

Punctuation error

^

words missing

//

New paragraph, please

All written comments and symbols will be made using a **green pen**.

Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start or the next lesson.

Acknowledgement Marking/Prompts

To indicate a response to marking, pupils will edit work or respond to a 'have a go' comment in blue pen. When pupils are given their marked work they are given time to respond to marking. In KS1 this may be supported by staff as a small group activity. In KS2 pupils will be given time to respond to comments that inform their learning in the form of a reminder, scaffold, prompt or challenge.

A Reminder Prompt: Most suitable for more able children as this reminds them of what could be improved without any additional support given.

E.g. 1: Your target was to use an embedded clause – can you add one where I have starred?

E.g. 2: We practised looking for number bonds that help...can you use this method to help you correct your work?

A Scaffold Prompt: Useful for children who need more structure than a subtle reminder. This prompt could also be a further way of adding further challenge for more able children.

E.g. 1: Can you describe how this person is a good friend?'

E.g. 2: What adverbs could you use to describe how this character talks? I have added one into your work...Can you add another where I have starred?

E.g. 3: It is important that you use this method to help you...I have started another example...can you complete it?

An Example Prompt: Successful with all children but especially middle or lower ability children, this prompt gives even more support by offering a choice of words, phrases or options for the child.

E.g. 1: Which of these adverbs best describe how the character is speaking: grumpily, angrily, mournfully, sulkily? Can you add this in an appropriate place in your work, using your blue pen?

E.g. 2: Choose one of these statements to describe the friend in your story: She had really long blonde hair with a lovely smile. She was always kind and smiled at everybody she met.

A Challenge Prompt: The teacher poses a challenge to the child,

E.g. Use your blue pen to find a place in your work to add a metaphor.

E.g. 2: The next step would be to use the grid method for $TU \times TU$...Look at my example and see if you use it to help complete this challenge...

Correcting Mistakes in Maths: Where a Maths question is incorrect, the teacher will highlight the error, e.g. draw a box / or create an opportunity for the child to self-correct. If there is evidence of misunderstanding / repeating the same mistake, then this will be addressed in future teaching.

Monitoring and Review:

Implementation of this policy will be monitored and evaluated through the school monitoring cycle including work scrutiny and pupil interviews. In future monitoring the following questions will be posed:

- Does work scrutiny suggest that teachers are using the M & F Policy as agreed?
- Are children actively involved in assessing their own work?
- Have children taken on board corrections and attempted to rectify their mistakes or have they taken action on the next steps identified?
- Has marking led to evident progress in children's work?

APPENDIX 1 Marking Spelling:

There are many strategies to use when marking spelling. Research in school has helped us discover that in the past we have possibly given children too much direction when marking spelling and therefore the children have been passive in this aspect of their learning. It is important that children understand when they have spelt key words incorrectly and that they take some responsibility for their learning here.

Marking Spelling in KS1: emerging writers who are developing a love of writing

The main emphasis here is on key words being spelt incorrectly. Words like: said, because, friend, was, people etc.

In most cases, markers will indicate that a word has been spelt incorrectly by underlining the word and then giving two or three alternatives dependent on the age, maturity and ability of the child in question. i.e.

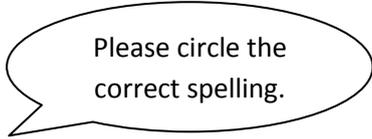
I ran home becoss I was scard sed Lucy as she hurrid back to her howse.

It would be wrong of the teacher to pull up all of these sentences from a Year 1 or even a Year 2 child. However, the teacher may pick out a couple that she feels the young person should (or needs to) know.

I ran home becos I was scard sed Lucy as she hurrid back to her howse.

The marker could write the following in the learner's book:

becos	because	becoz
sed	seid	said
house	howse	hows



Please circle the correct spelling.

The child would then circle the correct spelling and practice it three or more times. This reinforces the strategy used in the Grammar Hammer exercises.

Marking spelling must meet the needs of the individual and should reflect that child's stage in their learning journey (especially those with S&L development and dyslexic tendencies).

Marking spelling in LKS2 (Y3 and Y4): developing writers who are beginning to experiment

In LKS2, the children will begin to interact with their spelling in a slightly more mature way though for many lower ability children the KS1 method above will be more appropriate. If a child is developing as a confident writer in the middle of the school, then there is no reason why they cannot begin to use a simple dictionary to start to spell more common words or even words that are contextually incorrect but would be good for the child to learn.

I was walking along the street corshushly as I wasnt shure what I wud find lurking behind the stranje metal gates.

Again there is much to correct here but the marker should be selective given that this child is just beginning to emerge as a more expressive writer. In this case, we might pick up the following words as these are words we would expect him to know:

 I was walking along the street corshushly as I wasnt shure what I wud find lurking behind the stranje metal gates.

It should be part of the routines in Year 3 and Year 4 that they know that highlighted or underlined words need to be corrected by themselves by using either a word bank in class or a simple dictionary. Again depending on the child, markers may give the child the spelling with others that are incorrect for him/her to choose. BUT the active learning should be on the part of the child not the marker.

Marking spelling in UKS2 (Years 5 and 6): more confident writers

Once again, as the child matures into a more confident writer and the spelling mistakes become more subtle or more diverse, then the marking should reflect this level of writing maturity. The responsibility should rest firmly with the child now and the confident writer should be able (often with peer support) to spot their own mistakes and self-correct. When the child is ready for this approach (and only when they are really ready and confident as writers) then the following strategy can be applied. If a child is not a confident writer (regardless of their age), asking them to find their own spellings without highlighting them will be both confusing and counter-productive.

Sp I crept out of the door anxiously as I was very unsure what I was going to find lurking in the shadows. Almost immediately I noticed that there was a light shining in the room at the end of the long corridor and I was drawn inexorably towards it.

There would in this case need to be a learning conversation with the young writer and they may need to be led to the incorrect spellings, but how much more powerful is it for them as part of their drafting and editing if they were able to find the incorrect spellings for themselves or even find them with their learning partner.

This approach is not suitable for a writer who is poor at spelling and makes lots of basic errors in their work but we find it works well with the more confident writers who see the editing process as both affirming and challenging.

APPENDIX 2 Marking Grammar:

Grammar Appendix

With grammar being such an integral part of our Primary Curriculum, we at St. Malachy's feel that whilst grammar must be taught and marked explicitly, it must also be marked and commented upon throughout writing. Research in school has suggested that teaching grammar discreetly and within the lesson has enabled our children to become both confident and competent at using grammar to enhance their writing.

As all children throughout Key Stage One and Two need to have secure knowledge of the Grammar Curriculum each year group, will use the necessary symbol from those listed below.

P 'P' will be used to indicate missing punctuation. As this will be year group specific, the marker will give the learner options to choose from e.g. ? ! " ' () -

Marking Grammar in KS1:

The main emphasis in Key Stage One is for children to show that they can competently demarcate sentences using full stops, capital letters, question marks and exclamation marks. Children who can achieve this should also be showing use of commas in lists and apostrophes for possession.

We will therefore use the following marking code to allow children to correct their work and achieve year group expectations.

/ Finger space needed

T Incorrect tense

^ Words or letters omitted

Marking Grammar in KS2:

As children progress through school, they encounter a wealth of new terminology and punctuation. Therefore markers will use the same symbols found in this appendix, with the additions below. It is important that teachers reinforce basic grammar requirements, whilst also giving children the opportunity to manipulate grammatical structures, in order to improve their writing.

// Paragraph needed

GR Grammatical error- this could be the incorrect use of: homophones, homographs, plurals or verb form

V Improve the vocabulary you have used

Appendix 3

Key Stage 2 Marking Pupil Prompt Sheet

Symbol	Function
✓ / ✓✓	This is good/outstanding (aim for 3 per piece of work)
LOA	Lesson objective achieved
→	Next step
^	Omission
~	Re-read / re-draft /does this make sense?
Sp	Spelling mistake – in margin for child to correct
P	Punctuation error – in margin for child to correct
T	Incorrect tense
Gr	Grammatical error
V	Improve the vocabulary
*	Put that word / section here
?	What do you mean / Explain?
/	Finger spaces between words needed

//	New paragraph
E	Example – shows how it could have been done
C	Challenge – a chance to show what you know
PA	Peer Assessment
SA	Self Assessment
MIC	Marked in class

Codes to use when working with children:

VF – Verbal feedback

I – Independent work

S – Supported work

G – Guided work

Su – Supply Teacher

ST – Student Teacher

- **All staff to use a given stamper to indicate whether a child has achieved the learning objective, made progress towards it, or has not met the learning objective.**
- **Staff to use a green coloured pen to mark work, so it stands out from children's work.**
- **Staff to indicate in child's book if they have missed work due to absence.**
- **Staff to initial work they have marked.**
- **Children to self-assess / make corrections using a blue pen.**
- **When assessing writing, teachers to highlight good aspects of work to support levelling.**

Annie McNally
Headteacher

September 2016