



HOLY FAMILY & ST.
MICHAEL'S CATHOLIC
PRIMARY SCHOOL, A
VOLUNTARY ACADEMY



Everything we do is for the children

The main aim of our Mission Statement is that our teaching and learning are centred on the teaching and example of Jesus Christ.

Marking and Feedback Policy

Date: September 2017

Safeguarding Statement

At Holy Family and St Michael's School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

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Marking and Feedback Policy 2017

Rationale

Holy Family and St Michael's Catholic Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking 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 is the most important factor in pupil learning, so this policy is crucial for the school.

'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'

Aims

- At Holy Family and St Michael's School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- 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 on-going 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 which will aid progression.

Purpose of Marking

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist in forward planning.
- To enable the teacher to make judgements about and gain evidence of accuracy of achievement against year group expectations.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.

Effective Marking should:

- Provide clear feedback to pupils, during and after the lesson, about the strengths and weaknesses in their work and the next steps they need to take.
- Recognise, encourage and reward pupil's effort, progress and achievement.
- Provide a record of pupil's progress.
- Encourage pupils to strive to improve by giving help, encouragement and constructive comments, during and after the lesson.
- Direct pupils to what they need to do to improve their work.

Guidelines for Marking

- Assess children's work in a positive manner reflecting the ethos of the school.
- **Mark written work regularly and return or give feedback quickly.**
- Mark work consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents.
- Provide helpful and constructive feedback to children so that their needs are identified and, where appropriate, discuss with them what they find difficult.
- Recognise achievements giving encouragement and building confidence.
- Focus on particular aspects of work at different times rather than correcting every mistake which is disheartening. Children will need to understand what aspects of their work will be the focus of marking linked with basic skills, year group expectation and the success criteria.
- During lessons, all adults will engage in giving the children accurate and supportive verbal feedback in order for them to make good progress in each lesson.
- If necessary, a specific comment on the next step in learning will be made at the end of Literacy and Numeracy work and in other curriculum areas.
- If given a band at which they are working within, children should clearly understand what this means and it should be clearly indicated on assessment sheets.
- Encourage children to proof-read and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation.
- Plan for and give children time to respond to marking by editing a section of work, make amendments or extend a piece of work.
- Help parents understand strengths and weaknesses in their children's work.

Principles of our Marking Policy

Marking may be done by:

- Teacher alone.
- Teacher alongside child.
- Child alone.
- Whole class review of work perhaps within a mini plenary.
- Learning Support Assistants.

Marking and Reviewing work with the Child(ren):

- Is immediate and personal.
- Develops children's ability to be self-critical.
- Helps avoid misunderstandings with child and teacher gaining greater understanding.
- Other children may profit from the feedback.
- Common errors can be dealt with efficiently where they affect groups of children.
- Allows marking to be a more integral part of the teaching process.

Teachers will consider the following when marking:

- The age of the child and their strengths and weaknesses.
- The nature and purpose of the task – our expectations about learning objectives and success criteria should be clear, realistic and understood by children.

Marking in Foundation Stage

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 will be regularly observed by staff during their independent learning according to EYFS requirements and this will be recorded on observation sheets, and records will be 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. 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.

We use the following symbols on written work:



- To show where support has been given together with key words.

T = Teacher, TA = Teaching Assistant, I = Independent



- To show where verbal feedback has been given together with key words.



- To show where children have achieved independently.

Marking in Key Stage One

- All work in books should have the learning objective and success criteria displayed.
- Supported work will be marked with the children where possible.
- All marking should be marked to the L.O, success criteria, and year group expectations.
- All marking should have a personal comment relating to the child's work and how they could improve if they have not met the L.O./success criteria
- If children have met the LO/success criteria, a further challenge will be given.
- Even if the child has not met the learning objective/success criteria further guidance will be given on how to improve their work.

We use the following symbols on written work:

Pink highlighting – tickled pink – showing areas where LO has been achieved



- To show where support has been given together with key words.

TA = Teaching Assistant



- To show where verbal feedback has been given together with key words.

Code	Meaning
<u>Underline</u>	spelling error
^	a word, phrase, punctuation mark or numerical symbol is missing
//	a new paragraph is needed

Opportunities will be given for children to act upon advice and feedback during the 'COW time – correct our work time each day.

Marking in Key Stage Two

We use the following symbols on written work:

Pink highlighting – tickled pink – showing areas where LO has been achieved



- To show where support has been given together with key words.

T = Teacher, TA = Teaching Assistant



- To show where verbal feedback has been given together with key words.

Code	Meaning
<u>Underline</u>	spelling error
^	a word, phrase, punctuation mark or numerical symbol is missing
//	a new paragraph is needed

- Spelling errors will be underlined and children will be encouraged to correct their spellings using appropriate support.
- If punctuation is missing or in the wrong place it will be marked according to the key above.
- High standards for handwriting and presentation will be encouraged at all times.

Opportunities will be given for children to act upon advice and feedback during the lesson and during 'Cow Time - correct our work time' each day.

Children's Response to Marking

Teachers will give children various types of verbal and written feedback. One particularly important way will be verbal or written formative comments. These comments will be used to inform the children of their next step within learning. Suggestions for improvement will require the children to act on the feedback given by editing work done using the **Green Pen of Progress** by further answering of a question, providing a further examples of their work or practicing spellings etc. This encourages children to take a more active role in their feedback, allowing them time to think about how they can improve and deepen their own learning.

Extended Pieces of Writing

Opportunities for children to write across the curriculum should be planned for weekly. When marking extended pieces of writing the marking policy should be applied.

Updated January 2017