

St Thomas' Church of England
Primary School

Feedback and Marking Policy

School Purpose and Vision Statement:

Within the love of God we Guide, Challenge, Inspire, Nurture

A guiding light

Challenging minds

Inspiring hearts

Nurturing talents

Grounded in God's love

Amidst the ever changing tides of life

"I am the way; the truth and the life" John 14 v6

Mission Statement:

At St Thomas' we

Guide: lead, encourage and model by example through our Gospel values

Your word is a lamp to my feet and a light to my path

Psalm 119 v105

Challenge: expect the best from the whole school community

Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go

Joshua 1:7

Inspire: promote creativity, spirituality, teamwork and ambition through a growth mindset

Therefore encourage one another, build each other up, just as in fact you are doing

1 Thessalonians 5:11

Nurture: love, value and care for everyone within our school family

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.

Colossians 3:12



St Thomas' CE Primary School Primary School

Marking and Feedback Policy

This policy complements the Teaching and Learning Policy at St Thomas' CE Primary School. It is a vital component in maximising the full learning potential of all our children. The Governing Body of St Thomas' CE Primary School adopted this policy on 6thth February 2018. It will review it on an annual basis.

The aim of Feedback and Marking is to lead to improvement in pupils' understanding and work.

Principles

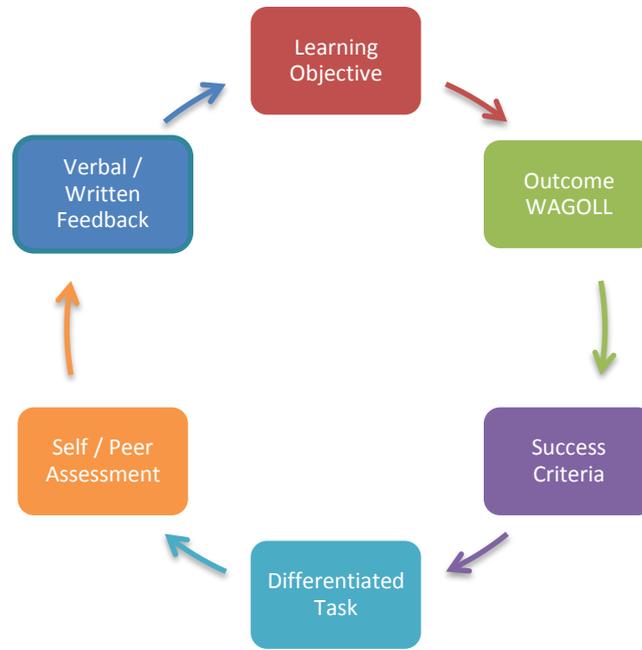
- wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults
- all adults working with children should give feedback on their learning
- the manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- feedback may be written and/or oral
- it may be immediate or reflective (ie. working with the child or marked away from the child)
- children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar, number and letter formation and general presentation should also be commented on, as appropriate, according to the children's age related expectations. Use professional judgement in deciding the frequency of this.
- it should also take into account children's targets and their progress towards these
- feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge children appropriately etc)

- skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- when and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see appendix B)
- feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms, but the children's work should always be stamped/marked 'Verbal Feedback' if this has taken place:
 - annotated notes on plans
 - summary notes on children's work
 - summary notes written by pupils
- **On the spot feedback** – this can take the form of verbal or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- children should be able to read and understand the comments or have the comments explained to them
- comments should be spelt correctly
- the school handwriting policy should be followed when writing comments
- **Self-assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in appendix B)

Prompts:

Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a monster with teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could calculate $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:
 $6 \times 10 =$ or $10 \times 6 =$

Expectations:

- each piece of work will be marked. Self or peer marking (in a different colour to teacher and TA) will be regularly monitored (at least weekly)
 - all work will be marked by the next lesson in that particular subject
- In literacy based work (including topic, science and RE):
- SPAG work: correct answers will be ticked, but incorrect attempts will be marked with a dot, or highlighted in pink, and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson)
 - 'Help' stamper will be used to indicate to the child to 'fix it' with support. This will be completed in a colour to identify corrections. A minimum of once weekly improvement marking will be based on 'Effective Feedback' (see flow chart)
 - Writing:
Opportunities for writing are provided daily and consist of both short and longer sustained (and independent) pieces:
 - Usually, improvement marking will take place for every child a minimum of once a week – although due to the timing of the writing process there may be more improvement marking in week 3 as opposed to weeks 1 and 2.
 - time will be given for children to respond to, and complete, next steps (in purple pen)
 - UKS2 children will look to find a Green for Good; a Think Pink; and Something I will Magpie. They will initial their marking

In maths:

- correct answers will be ticked, but incorrect attempts will be marked with a dot, or highlighted in pink, and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson)
'Help' stamper will be used to indicate to the child to 'fix it' with support. This will be completed in a colour to identify corrections. A minimum of once weekly improvement marking will be based on 'Effective Feedback' (see flow chart). Where appropriate this should develop breadth, depth and problem solving (eg: use of pitch & expectation questions). Where this is a mastery or challenge improvement, these should be stamped.
- 'Improvement marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives. Improvement marking in maths could be corrections, a different method or a next step/challenge/problem.
- Comments will be positive, including the areas for development.

Review:

Date: January 2016

Reviewed: November 2016

Next review: November 2017

Appendix A – marking codes (to be decided upon by the school)

Marking Codes – KS 1/SEN

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – support given (clarify whether T or TA)

G – guided group work

Success criteria and targets achieved will be highlighted in **green**

Areas identified for improvement will be highlighted in **pink**

Wherever possible, there should be more green than pink

Teachers' written feedback is given in **green**

TAs' written feedback is given in **black**

Stamps, stickers and smiley faces **can** be used to encourage, acknowledge good work and learning objectives achieved.

'This is good because...' stamper – linked to **green** highlighted.

'Footprint' stamper – improvement needed – linked to **pink** highlighted.

Marking Codes – KS 2

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – support given

G – guided group work

Teacher marks successes with √

Success criteria and targets achieved will be highlighted in **green**

Areas identified for improvement will be highlighted in **pink**

Wherever possible, there should be more green than pink

Teachers' written feedback is given in **green**

TAs' written feedback is given in **black**

Spelling, punctuation and grammar mistakes may be identified for children to correct (staff to use professional judgement)

Stamps, stickers and smiley faces can be used to encourage, acknowledge good work and learning objectives achieved.

'This is good because...' stamper – linked to **green** highlighted.

'Footprint' stamper – improvement needed – linked to **pink** highlighted.

Anyone marking work other than the class teacher must initial the work they have marked.

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)