



Our Lady of Fatima Catholic Primary School MARKING AND FEEDBACK POLICY

The purpose of this policy is to make explicit how staff at Our Lady of Fatima Catholic Primary School mark children's work and provide effective feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is an agreed expectation that all books are marked promptly ready for the following lesson. It is vital that teachers provide constructive, positive feedback to raise self-esteem (both written and orally) focusing on success and improvement. 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.

Reasons for marking:

- to recognise, encourage and reward children's effort and achievement
- to indicate how a piece of work could be improved upon and to provide feedback on strengths and weaknesses
- to improve pupil's confidence in reviewing their own work and setting future expectations
- to develop pupil's awareness of the standards that are expected of them
- to identify pupils who need additional support/more challenging work
- to aid planning

Relevant Teaching Standards:

- *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*
- *Make use of formative and summative assessment to secure pupil progress.*
- *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.*

Non- Negotiables for Marking from Reception Class to Year 6:

Marking must be consistent across the school.

- All work is marked by a member of staff in **red pen**.
- A **green highlighter** is used to highlight success against the Learning Challenge/Success Criteria.
- A **pink highlighter** is used to highlight areas for development. (The page must not have too many pinks – link to the Learning Challenge/Success Criteria.)
- **Green** or **pink** highlighters should be used to highlight the Learning Challenge (a small mark within the margin) to indicate whether or not the child has achieved the Success Criteria of that lesson.
- Work marked by someone other than the class teacher should be marked against Marking Policy and initialled by the adult who is marking the work.
- A GAP or next step comment should be provided regularly in Mathematics/Literacy/RE/Science

and Creative Curriculum to inform planning, ensure that either misconceptions are addressed immediately **or** to deepen pupils' understanding. (This will be a written next step of visual target)

- Comments in books must be written in child friendly language that moves children's learning on or deepens their understanding.
- All adults writing in pupil's books should model school agreed letter formation as taught in the Nelson handwriting material and must meet the grammar requirements of the Teaching Standards.
- The marking code is to be followed in all cases.
- The marking code should be accessible to all pupils in the learning environment.

Pupil Response:

Children are expected to always read comments made as a result of their work and it is essential that time is made for this. All pupils are taught how to respond to marking using a **green pen**.

Children must be given time to read and consider the written feedback the teacher has provided. Children are encouraged, where appropriate, to respond to all marking. Children's responses to marking and feedback must be marked by an adult.

In Reception class, marking will often be alongside the child and more verbal feedback given. Visual targets will apply.

For pupils with Special Educational Needs and disabilities visual targets/reminder prompts may be used.

Three types of marking and feedback occur during teaching and learning at Our Lady of Fatima Catholic Primary School:

- 1) Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- 2) 'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- 3) Developmental Marking / Deep Marking in** which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning (this will be identified using the GAP acronym).

Marking and feedback must:

- Refer in the whole to the Learning Challenge / Success Criteria of the lesson.
- Be very clear, neat and in child friendly language.
- Focus on misconceptions or the next steps in learning – GAP tasks (Go and Practise).
- Encourage the learners to be equally aware of 'how' and 'what' they are learning.

- Lead to improved learning.
- Provide opportunities for assessment.
- Develop self-confidence and raise self-esteem by giving recognition and praise for achievement and clear strategies for improvement.
- Respond to individual learning needs, taking opportunities to mark face-to-face.
- Inform future planning and teachers' judgments on how a child is progressing.
- In Reception Class and for SEN pupils, visual targets will support children's next steps.

Developmental Marking:

When identifying specific success, the respective work in the pupils' book (Literacy or Maths) will be identified in **green** highlighter.

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in **pink** highlighter.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

To manage marking stick-it notes should be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.

The Frequency of Developmental Marking:

- **All pupils' work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked. Preparation work including text maps, plans and drafts in Literacy and jottings, working out and exploration in Mathematics should be collated in pupils' books or large paper if displayed on a working wall.
This is important as it charts the process and progress of pupils' learning.
- **In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.** This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week.
- **In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.** This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

Work that is marked developmentally requires a response from the pupil.

Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from Foundation Stage upwards.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently

Giving effective feedback to pupils:

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

- Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Challenge and Success Criteria.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

- Feedback should:

be positive, specifically identifying what has been done well. (highlighted green)

identify an area for specific improvement followed up with a GAP task
(highlighted pink)

Or

identify a specific area for deeper investigation/ extension of understanding
(highlighted pink)

- Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils,

yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

Summative Feedback / Marking of Assessments:

Children will be formally tested on a termly basis. Attainment descriptors and the teacher assessments will be used to support target intervention, planning and reports to parents.

Subject Specific Marking and Feedback:

Mathematics

- Closed tasks are marked with a tick and a dot put next to an incorrect answers.
- Children **MUST** leave incorrect answers and not erase them.
- The pink highlighter is used to show misconceptions. All misconceptions should be identified and commented on.

Literacy

- ‘Cold’ and ‘Hot’ writing **MUST** be developmentally marked.
- ‘Cold writes’ (writing written on pink paper) are assessed using developmental marking ensuring the child is given tasks to respond to and specific writing objectives to focus on during skill based learning
- ‘Hot writes’ (writing written on green paper) are to assessed using developmental marking ensuring the child’s progress has been identified and targets identified in the pink write have been responded to. The targets from the pink task are written at the top of the green task- so that they are addressed within the piece of writing
- Spelling corrections (limited to the words the child should know, refer to high frequency words and year group word banks, and a maximum of 3 spelling mistakes) are underlined and written correctly at the bottom of the page. The child will then write the word 3 times when responding to any GAP marking
- Punctuation marks relevant to the child’s learning within the National Curriculum are marked

Religious Education

Religious Education activities must be marked **according to the AT1 and AT2 Attainment Levels**. Spelling and punctuation errors will be addressed **but marking must be RE focused and not wholly Literacy based**.

Creative Curriculum / Science

In addition to marking to the Learning Challenge, errors in spelling, punctuation and grammar will also be marked. There is to be at least one developmental piece of marking within each Topic.

Role of other adults supporting:

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is completed, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

Monitoring and Evaluating:

This policy will be monitored through further consultation with staff and through planned reviews. Pupil's workbooks will be monitored through book scrutiny by Curriculum Leaders and SLT. Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss. Subject leaders monitor subject specific marking as part of their management and monitoring role as directed by SLT.

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Marking Codes:

CL	capital letter
FS	full stop
←→	finger space
H	handwriting
Sp	<u>spelling</u> (word underlined)
G	<u>grammar</u> (grammatical error /does not make sense: read it again)
P	punctuation
V	vocabulary (better word)
//	new paragraph
I	independent
WS	with support
1:?	initialed ratio group work
VF	Verbal Feedback
GAP	Go and Practise (task for child to respond to)
T	target