

St Luke's CE Primary School **Marking and Feedback Policy**

Reviewed at Learning and Achievement Committee Meeting, November 2017
Agreed by Full Governors, November 2017
To be reviewed November 2018

St Luke's C.E. Primary School Marking and Feedback Policy

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This policy should be read in conjunction with Our Marking Symbol, Guidance for Marking policy and the Dyslexia Friendly Statement

1 Introduction

At St Luke's School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age and individual need of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;(next steps for learning)
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that informs our future lesson-planning.

3 Principles of marking and feedback

- 3.1** The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 3.2** The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.
- 3.3** The child must be able to read and respond to the comments made, and be given time to do so (at St Luke's this is called MRI time- Marking to Reflect and Improve). Where the child is not able to read and respond in the usual way, other arrangements for verbal communication must be made.

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- 3.4** Comments should be appropriate to the age, ability and individual learning need of the child, and may vary across year groups and key stages.
- 3.5** Comments will focus on only one or two key areas for improvement at any one time. (Stars and Next steps where success criteria are not being used)
- 3.6** Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
The consistent use of strategies such as 'RAG' rating, thumbs up and peer assessment/markings ensure that children's self assessment is valued by staff.
- 3.7** Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- 3.8** The marking system is constructive and formative. The system identifies the key point achieved and one targeted next step for future work.
- 3.9** For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10** Feedback may also be given by a teaching assistant, or through peer review.
- 3.11** Feedback is also provided through plenaries and in group sessions.
- 3.12** Feedback can identify a child's key learning difficulties.
- 3.13** Errors that were made by many children should not be the subject of individual comments, but should be reflected in planning and TP (Teaching Point) noted in a child's book.
- 3.14** Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- 3.15** See the attached mark scheme for our symbols

4 General advice to teachers

- 4.1** The main objective of marking and feedback is to help children learn, not to find fault. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2** A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3** The school has explicit rules that apply to presentation of work (DUMTUMS) and teachers will always reinforce this where these rules have not been followed.

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- 4.4** In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good-quality presentation in the subject is like. This is age and stage appropriate.
- 4.5** The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.6** In order to encourage a positive response, feedback must always be phrased as a constructive statement on how to improve.
- 4.7** The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- 4.8** Teachers may choose to mark by comment only.
- 4.9** Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example an 'sp' next to a spelling mistake (see attached - Marking symbols).
- 4.10** Wherever possible, teachers should establish direct links between verbal or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.11** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions in MRI activity which will be explicitly taught depending on age and stage.
- 4.12** When appropriate, children may evaluate their own or another child's work, but the teacher must always review this.
- 4.13** Children should be encouraged to edit and improve their work ahead of final marking. At St Luke's pupils complete this in red pen, to demonstrate their abilities to reflect and improve. These remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.14** In addition, the children will indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.15** Occasional personal conferencing offers a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.16** Teachers will comment on spelling and grammar only in the following cases:

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- if spellings and grammar were part of the lesson focus; OR
- if it is a spelling that the pupil should know; OR
- if it is directly related to the pupil's targets

(Exceptions may be made where over-correction would be detrimental to future effort.)

5 Monitoring and review

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. Monitoring will take the form of termly book scrutiny. We will therefore review this policy in two years, or earlier if necessary.

Fiona Govan

GUIDANCE FOR THE MARKING AND FEEDBACK POLICY

Subject specific advice

MATHS

Use ticks and dots with Maths No Problem observations
R for number reversals

ENGLISH

Spelling- marked as part of the session

Grammar - tick the learning objective and if it is not ticked then a next step will be given

Reading Journal – written dialogue between pupil and teacher when a piece is completed

Writing at greater length

May be NARRATIVE/POETRY or NON-NARRATIVE eg: RE, GEOGRAPHY, HISTORY, SCIENCE

REC-

Verbal feedback and next steps

Summer term underline green for great

Y1/Y2

Verbal feedback and NS (written note for teacher for next time). Summer term of Y2 next steps for children to read and respond to.

Success criteria – Y1 to introduce during Autumn term

Green and pink underlining (green for great/pink for think)

Symbols: sp- especially Y1/2 word list, R, V and initials for adult help

Y3/Y4

Success criteria – **maximum of 3**

Pupils writing on alternate lines

Green and pink underlining

All symbols as appropriate

Pupils red pen to edit / reflect and improve work

Y5/6

After children have edited and improved (MRI red pen) they underline evidence that the success criteria have been met, choose three spellings that they have corrected to become personal spellings for their home-learning list and choose a next step for immediate further improvement.

The teacher then ticks evidence of success criteria and end of year expectations as well as celebrating adventurous and creative structure/vocabulary. The best-met success criteria is given a star; a next step is given where needed.

SHORTER WRITING IN OTHER SUBJECTS

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A tick where the LO is achieved, NS where it is not, and a celebratory comment. (In French, the celebratory comment will be written using French).

DISPLAY

Written work for the wall in a corridor/public space (Y3-Y6). This will not be marked in pink or green, it may be a sample paragraph and if it is longer it should be blown up to enable it to be read easily by others.

Work for display in the classroom may have pink and green on it as many class displays are working walls.

CLARIFICATION OF MARKING SYMBOLS

TP (teaching point) can be written by a group of pupils themselves when they have worked with an adult during or after a lesson

Green tick next to the learning objective at the top of the piece of work says it has been met. If the LO has not been achieved a next steps comment is given.

Spellings will be written out in a child's book and copied into their spelling list where appropriate.

Work will be marked using the pink and green pens or pencils however all comments in a child's book will be written in green pen using St Luke's printed/joined writing depending on the age and stage of the pupil.

MRI time (Marking to reflect and Improve) - is where marking will be returned to enable pupils to reflect and improve on their work.

Our Marking Symbols

- * **specific feedback** (excellent fronted adverbials)
 - Pink for **THINK**
 - Green for **GREAT**
 - NS **next step for improvement**All of the above should relate either to a pupil's target or the learning outcome for the piece of work
- ✓ **this is correct**
(next to LO where written response other than writing for a purpose)
- **this is incorrect**
- C **this is now correct**
- V **verbal feedback**
NS needs to be written as a teacher prompt for next time
- FG **an adult helped**
An adult's initials will show who has helped and where
- sp **spelling error**
- R **reversal (write it 3 times)**
Here the teacher will write it once
- // **a paragraph begins here**
(age, stage and task appropriate)
- ICT **pupils will circle the ones used**
when this has been an option - ie to work independently, collaboratively or with a teacher/TA)
- RAG **pupils will show their feelings**
by either writing or colour spotting next to the date -
red: I don't really understand - extra teaching needed
amber: some understanding - consolidation needed
green: I've got it!
- TP **teaching point (KS2)**
This means I will get some of you together to address this issue.