



## **St Gregory's Primary School.**

# **FEEDBACK AND MARKING POLICY**

This feedback and marking policy is a working document. Throughout the school practice is consistent with the ethos at St Gregory's Catholic Primary School.

### **GENERAL PRINCIPLES OF FEEDBACK AND MARKING**

Teachers understand that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident when taking their next steps in learning. To ensure that marking and feedback is effective we aim that:

- Wherever possible pupils are involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults.
- All adults working with pupils give feedback on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
- Pupils will be given time to respond to marking and feedback.
- Feedback identifies where pupils 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 and presentation should also be commented on, as appropriate, according to the pupils' age related expectations.
- A variety of marking and feedback strategies will be used.
- Children are given time to read and make focused improvements based on teacher prompts and suggestions. We understand that in order for marking to be formative the information must be used and applied by the children.

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## Expectations for all staff:

- Ensure that RE, English and maths are marked on a daily basis.
- Ensure that all other subjects are marked once a piece of work has been completed. This is a key aspect of AfL.
- Be respectful of the children's work.
- Use a red pen.

### Grammar, Punctuation and Spelling

- Incorrect grammar and punctuation should be highlighted according to the standard of attainment that the pupil is working at. Children are encouraged to correct GPS at the beginning of the lesson.
- High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at.
- Misspelt word will be identified with 'sp' written above the word and the teacher will write the correct spelling in the margin. The children will practise writing the correct spelling three times at the end of the piece of work as part of their feedback to the teachers' marking. No more than three spellings will be corrected in any piece of work.
- In topic work, technical language should be corrected when it is not spelt correctly. GPS should be marked consistently across all subjects.

### Maths

- Correct answers will be ticked. Incorrect answers will be identified with the letter 'c' indicating correction needed. Feedback will indicate how the child will correct their answer. This could be through discussions during the lesson or through a worked example at the end of the child's work.

### All other areas of learning/subjects taught

- Feedback and marking needs to acknowledge progress towards the learning objective/success criteria which must be clear and skills based.
- When writing has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.

At St. Gregory's the following codes have been agreed:

*LOA - Learning Objective Achieved*

*LOPA- Learning Objective Partially Achieved*

*LONA - Learning Objective Not Achieved*

*S for supported teacher /TA/other adult led work*

*VF for verbal feedback*

*I for independent work*

*P for paired work*

*SU for work marked by supply teacher*

*C for a correction.*

*SP for a spelling mistake.*

*GP - grammar mistake highlighted with a circle with GP written in the margin.*

#### Children's response to marking

- Children respond to marking using a GREEN PEN in KS2:

Children in Years 3 and 4 - initial and date that they have read comments.

Children in Years 5 and 6 - respond to marking in an appropriate manner.

- Pupils will be given time to respond to any improvement comments in their work.
- The School Leadership Team will regularly monitor the effectiveness of marking as part of SIP plan.

## **Feedback and Marking in the AfL Cycle**

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

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc.)
- Skilful questioning is used to explore pupils' 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 pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning - identifying areas of success and opportunities for improvement.
- Feedback and marking informs planning for future learning opportunities

## **Quality Marking**

Quality 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. This approach is age appropriate as the children must be able to read the quality marking. The focused improvement comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. Therefore, up to three things are highlighted/commented on which relate to the success criteria/learning objective, and one isolated comment about what could be improved upon against the success criteria/learning objective.

*The emphasis of the marking should be on both success and improvement needs against the learning objective.*

## Verbal Feedback

Verbal feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children; feedback from the teacher, to the teacher, and from and to peers. The language of the classroom has an enormous impact on children learning. An environment where speaking freely about learning is the expectation. Presenting difficulty as a necessary and exciting aspect of new learning, when communicated to children, leads to greater confidence and self efficiency. Teachers' verbal feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class.

*During verbal feedback it is important not to give children the wrong messages - if the learning intention is using adjectives, to begin congratulating pupils on wonderful handwriting and correct spelling as you walk around class, only leads to confusion for children who will begin to think that handwriting and spelling are more important than using adjectives correctly. The learning intention should always be the focus of feedback. Other features may be commented on but in a whisper or on an individual/ group basis so as not to confuse the class.*

## Self and peer marking

We want to involve children as far as possible in the analysis and constructive criticism of their own work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

*This will be used at the discretion of the class teacher and at an age appropriate level.*

### Personal, emotionally based marking

These comments should be written at the teacher's discretion. Some children seek confirmation from the teacher that they are achieving, and this can be fruitful. We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them.

Related documentation:

- Learning and Teaching Policy.
- Assessment Policy.
- Special Educational Needs Policy.
- Able, gifted and talented Policy
- All subject policies.
- Medium and short term planning.