MARKING & FEEDBACK POLICY OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

PREPARED BY:

APPROVED BY:

DATE:

REVIEW DATE:

Introduction:

A Marking and Feedback Policy sets the context for how teachers respond to pupils' learning. This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How pupils' work is received and marked, and the nature of feedback given to them, will have a direct bearing on learning attitudes and future achievements.

At OLSJ, we believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement needs, enabling pupils to become reflective learners, helping them to close the gap between current and desired performance.

OLSJ marking and feedback should:

- ☐ Recognise, encourage and reward pupils' effort and achievement while celebrating their success.
- ☐ Actively involve pupils in the learning process.
- ☐ Provide a dialogue between the teacher and pupil which enables appropriate feedback about strengths and weaknesses of the pupil's work.
- ☐ Indicate how a piece of work could be improved against success criteria.
- ☐ Set future 'Next Step' targets by identifying the next steps in learning.
- ☐ Improve a pupil's ability to review, edit and improve their own work.
- ☐ Help report the pupil's progress to parents.
- ☐ Inform curriculum planning.
- ☐ Ensure a consistent approach to feedback by all staff.

Effective Feedback at OLSJ should:

- ☐ Relate to the learning objective and/or success criteria.
- ☐ Be positive and constructive.
- ☐ Involve the pupils at some level.
- ☐ Provide opportunities for the learner to improve on their work.
- ☐ Impact on future teaching and learning.
- ☐ Differentiate according to the learning needs of individual pupils.   Be developmental across the age range.
- ☐ Verbal and Written Feedback:

Feedback can be verbal (VF) or written (Next Step), according to the ability / task and age of the pupil. Time needs to be given for pupils to respond to marking, edit and improve their work. Feedback is usually most powerful when it is included in the lesson and when the pupil is actively involved. Verbal feedback plays a large part in marking and often has the most impact on the pupil's learning as they are actively involved and it can make an immediate impact on the quality of learning.

Management of Marking and Feedback:

It is important that marking is manageable for teachers and has an impact on pupils' learning. Not all pieces of work can be "quality marked". Teachers have the autonomy to decide which pieces are "quality marked" – depending on the nature of the task. At OLSJ we encourage a range of marking including self and peer marking which also supports and develops pupil's learning. LSA's are also encouraged to play an active role in marking and feedback.

Basic Literacy Skills:

Poor punctuation and grammar should be seen as an opportunity for reflection and improvement across the curriculum. However, we recognise that pupils cannot focus effectively upon too many things at one time. We should therefore be selective when asking pupils to correct poor punctuation and grammar; 'work should not be a sea of red ink!' The best marking tries to capture a pattern of errors. Pupils are also

encouraged to look for spelling errors and self-correct using a dictionary. These activities are completed during early morning tasks or in guided reading sessions.

When work is finished, pupils can be asked to check for things they know are wrong in their work. They should not be told to correct all spellings, but select 2 or 3 incorrect words.

Marking in Different Subjects:

Marking and feedback varies from subject to subject. All lessons should have the Learning Objective highlighted in green if it has been achieved, orange if not achieved, and a mix of both if partially met.

Subject	Marking and Feedback
RE	LO highlighted, key religious vocabulary highlighted in green, key religious vocabulary corrected, VF and Next Steps linked to RE focus and success criteria.
Literacy	LO highlighted, achievements linked to success criteria highlighted in green, key vocabulary corrected, VF and Next Steps linked to Literacy focus.
Numeracy	LO highlighted, tick in red pen for correct, dot in red pen for errors, key vocabulary corrected, modeling from teacher in red pen, VF and Next Steps linked to Numeracy focus.
Science	LO highlighted, achievements linked to success criteria highlighted in green, key scientific vocabulary corrected, VF and Next Steps linked to Science focus.
Topic	LO highlighted, achievements linked to success criteria highlighted in green, key topic vocabulary corrected, VF and Next Steps linked to Topic focus.

Self and Peer Assessment:

Pupils should be encouraged to mark their own work as well as their peers. They should also mark against the success criteria provided by the class teacher or pupil generated ones so they know what they are looking for in the piece of work they are marking. This should not purely be an exercise that focuses on presentation and spelling. Green pens are to be used by the pupils for self and peer marking.

Response Time:

Written feedback should be accessible to pupils, in order for them to respond and improve upon their work. Children could be given tasks to do at the end of a piece of work. Time should be given for pupils to read the feedback, and then make focused improvement based on the teacher's comments.

Implementation:

Pupils should be clear about the way in which their work is marked. Using a visualiser to enlarge copy of pupil's work, teachers will model the feedback process with the whole class watching the marking and feedback in action.

STRATEGY	PURPOSE	CLASSROOM PRACTICE
1. Share the learning objective	To inform pupils of the purpose and focus of their learning.	Written on class board Displayed in classroom Verbally shared at beginning of lesson
2. Make content of the learning objective clear	To enable pupils to make sense and understand what they are learning.	Always convert to "pupil speak" Key vocabulary defined Learning intention broken down to make it clear and focused
3. Create success criteria	Pupils know what to do to complete the activity and achieve the learning intention. Pupils know the criteria that the teachers use to evaluate their work.	Ask pupils "What will you need to do?" Agree success criteria with pupils Break down the activity into chronological steps Visually display for the pupils to refer to throughout the lesson
4. Mark against		Highlight in green these aspects of work

success criteria	To enable teachers to accurately match their marking to what has been learnt by the pupils. Pupils are clear about what they have learnt and how they can develop further in this area.	which successfully meet the success criteria
5. "Next Steps"	To provide opportunities for learners to improve/ extend their work	Use a next step stamp where some improvement/ extension can be made
(a) Verbal Feedback (VF)	To provide opportunities during the lesson for pupils to improve / extend their work. A change to model and address misconceptions.	VF – vary sentence openers.

(b) Scaffolding prompt	To provide structured support which is very specific about what area the pupil needs to improve	Written comment in the form of a question, directive or unfinished sentence e.g. "can you describe how this person is a good friend?" or "He showed me he was a good friend when ..." or "describe something that happened which showed you this person was a good friend"
(c) Example prompt	To provide a prompt which gives the pupil a choice of actual words or phrases	Written or verbal suggestions from which the pupil can choose, or write their own e.g. "He is a good friend because he never says unkind things about me" or "my friend is good because he always plays with me"

What the codes in our work mean:

Code	Meaning
Highlight in green	Well done, you have achieved the LO / parts of the LO
Highlight LO in green and orange	You have partly met the LO
Highlight LO in orange	You need more support in achieving the LO
Highlight in yellow	Pupils self-assessing or peer marking
Green pen	Pupils responding to marking or editing work
VF	Verbal Feedback: this is given by the teacher or LSA during the lesson e.g. VF – inverted commas.
Next Step	Next Step stamp in used after the lesson. It is the pupil's next step in learning e.g. go back and include adjectives Or e.g. Re-write the above sentence including an adverbial sentence opener
Sp.	Spelling error
C	Capital letters needed
●	Full stop needed
?	Question mark needed
,	Comma needed
" "	Inverted commas needed
	Correct in Numeracy
•	Error in Numeracy