



MARKING & FEEDBACK POLICY

OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

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APPROVED BY: Governing Body

DATE: November 2020

REVIEW DATE: November 2022

DPO Checked: November 2018

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 their 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 / TA 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.
- Support pupil's ability to review, edit and improve his or her own work.
- Help report the pupil's progress to parents.
- Inform curriculum planning and future interventions.
- 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.
- Be differentiated 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. When verbal feedback is given, it should be written in the margin along with what was said e.g. VF – adjectives. This will be highlighted in green if the pupil then achieves this target within their work.

Management of Marking and Feedback:

It is important that marking is manageable for teachers and has an impact on pupils' learning. Verbal feedback plays a large part in our marking - teachers and TAs should complete this within the lesson. Teachers have the autonomy to decide which pieces require a next step – depending on the nature of the task or the outcome from the pupils. At OLSJ we encourage a range of marking including self and peer marking which supports and develops pupil's learning. TA's are also encouraged to play an active role in marking and feedback and are expected to work alongside the teacher to provide constructive feedback for the pupils they are working with.

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, starters, plenaries or 'COPES' and 'VCAP' lessons.

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. Children should edit their work using a green pen.

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. Teachers should mark in a red pen and pupils should edit and complete Next Steps in a green pen. All adults should write in the OLSJ cursive script to model the expectation for the pupils.

| Subject | Marking and Feedback |
|----------------|--|
| RE | LO highlighted, achievements linked to LO and success criteria highlighted in green, key religious vocabulary highlighted in green, key religious vocabulary corrected if spelt wrong, VF and Next Steps linked to RE focus and success criteria. |
| Literacy | LO highlighted, achievements linked to LO and success criteria highlighted in green, VF and Next Steps linked to Literacy focus and success criteria. |
| 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 and success criteria. Pupils correct all errors in pencil or green pen. |
| Science | LO highlighted, achievements linked to success criteria highlighted in green, key scientific vocabulary highlighted, key scientific vocabulary corrected, VF and Next Steps linked to Science focus. |
| Topic | LO highlighted, achievements linked to LO and success criteria highlighted in green, key topic vocabulary highlighted, key topic vocabulary corrected, VF and Next Steps linked to Topic focus. |
| Art and DT | LO highlighted, VF linked to Art or DT focus |
| Shared Reading | VF only within lesson |
| Computing | LO highlighted, VF linked to Computing 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. Next steps should be answered in green pen. Corrections in Numeracy should be made in pencil or green pen.

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. A visualiser is a vital way to highlight successes in a piece of work as well as areas for improvement. Pupils will clearly see and learn how to edit a piece of work to improve it. This is a vital skill and something that should be practiced daily. 'COPES' and 'VCAP' lessons in Literacy are timetabled into our curriculum to ensure pupils are specifically taught how to edit and improve their work. They are always placed at the end of a long writing piece, both fiction and non-fiction.

| STRATEGY | PURPOSE | CLASSROOM PRACTICE |
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| 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 Written in pupils book |

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| 2. Make content of the learning objective clear | To enable pupils to make sense and understand what they are learning. | <p>Always convert to “pupil speak”</p> <p>Key vocabulary defined with dual coding where possible</p> <p>Learning intention broken down to make it clear and focused</p> <p>Learning objective should be skills based e.g. ‘To use persuasive language to write a letter of complaint.’</p> |
| 3. Create success criteria | <p>Pupils know what to do to complete the activity and achieve the learning intention.</p> <p>Pupils know the criteria that makes their work successful.</p> | <p>Ask pupils “What will you need to do?”</p> <p>Agree a success criteria with pupils</p> <p>Break down the activity into chronological steps</p> <p>Visually display for the pupils to refer to throughout the lesson</p> |
| 4. Mark against success criteria | <p>To enable teachers to accurately match their marking to what has been learnt by the pupils.</p> <p>Pupils are clear about what they have learnt and how they can develop further in this area.</p> | <p>Highlight in green these aspects of work which successfully meet the success criteria</p> <p>Use VF and Next Steps linked to the success criteria to further improve work or close attainment gaps</p> |
| 5. Next Steps | To provide opportunities for learners to improve/ extend their work | <p>Use a next step stamp where some improvement/ extension can be made</p> <p>Pupils will answer next steps in green pen</p> <p>Next steps can be pre-prepared and typed</p> <p>Next steps should be differentiated and personalised where</p> |

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| | | necessary to close attainment gaps |
| (a) Verbal Feedback (VF) | To provide opportunities during the lesson for pupils to improve / extend their work. A chance to model and address misconceptions. | e.g. VF – ‘vary sentence openers’ Pupils will then address this immediately in their work to improve it Teacher will highlight it in green to show when they pupil has achieved it |
| (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” |
| 6. Sticky Labels | Demonstrate pupils learning and assess verbal answers to questions | Used during carpet sessions or teacher input to record pupils answers Written by TA and stuck in pupils book to demonstrate their understanding Beneficial for LA / SEN pupils or pupils that struggle with writing Predominantly used in EYFS and KS1 |

What the codes in our work mean:

| Code | Meaning |
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| 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 |
| Green pen | Pupils responding to marking or editing work |
| VF | Verbal Feedback: this is given by the teacher or TA during the lesson e.g. VF – include adverbs. For SEN or LA pupils it can be in the form of a picture e.g. draw a finger for finger spaces VF should be highlighted in green once it is achieved in the work |
| Next Step | Next Step stamp is 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' Next steps can be pre-prepared and typed. They should also be differentiated and personalised where necessary |
| ✓ | Correct in Numeracy |
| • | Error in Numeracy |
| I | Pupil has worked independently – they write this themselves on all pieces of work |
| TA support | TA has supported the pupil in parts of the lesson. They must write how they have supported e.g. phonics support, sentence structure etc. |
| CT support | CT has supported the pupil in parts of the lesson. They must write how they have supported e.g. phonics support, sentence structure etc. |

Presentation of work

Pupil's work should be of a high standard across all books. Pupils from Year 1 to Year 6 should be encouraged to join using the OLSJ cursive script (Reception Summer term). Pupils from the end of Year 2 upwards are rewarded with a pen license if their handwriting is of a consistently good standard; otherwise they are to write with a sharp pencil. It is vital that ascenders and descenders are above and below the line respectively and that letters are of equal size and orientation. Teacher and TA writing should also model the OLSJ cursive script.

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| Date and Learning objective | <ul style="list-style-type: none">• Evident in all pieces of work in all books• KS1 – printed and stuck in by TA using Comic Sans size 14 font. A simple coloured border should surround it.• KS2 – written in by pupils and underlined with a pencil and ruler• Date, underline, miss a line, Learning objective, underline, miss a line (DUMLUM) |
| Margin | <ul style="list-style-type: none">• All books should have a pre-drawn margin• Maths – 2 square margin drawn in pencil on the left hand side |
| Collages | <ul style="list-style-type: none">• Date and LO typed in Comic Sans size 14 font• Coloured border to be added• A range of pictures• KS1 / LA– a typed blurb in Comic sans size 14 font• KS2 – space for pupils to write their own blurb• Differentiated next step questions typed in Comic sans size 14 font• Trimmed |
| Worksheets | <ul style="list-style-type: none">• Date and LO typed in Comic sans size 14 font• Coloured border to be added• Differentiated when necessary• Trimmed• A3 worksheets to be folded in half then one quarter folded back |
| Maths | <ul style="list-style-type: none">• Word problems and worksheets typed in comic sans size 14 font• Trimmed• Pupils write in pencil with 1 number in 1 square |
| KWLs | <ul style="list-style-type: none">• Printed in colour• Trimmed |

