



St Mary's RC Primary School

Marking and Feedback Policy

"The most powerful single motivator that enhances achievement is feedback"
Hattie - 1992

Policy Principles

Marking and feedback should:

- Enable children to become a partner in the marking and feedback process.
- Be seen by children as a positive means to improving their learning.
- Create a consistent ethos throughout the school with set codes and strategies in place.
- Be underpinned by the confidence that every child can improve.
- Be accessible for parents and carers.
- Develop a culture which allows mistakes and risk taking.
- Follow consistent practice throughout the school.
- Be constructive.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future plans for pupils and groups.
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning intention of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or before discussing it with the teacher.
- Ensure children are praised when they focus their work on the learning intention for the task.

- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers support children with the next steps and follow up these to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality sometimes linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.
- Ensure pupils are given a clear understanding of the way their work is assessed.
- Involve pupils in self-assessment activities so that they are motivated to succeed.

Marking Strategies

General Statement and Explanations

Summative marking

This is a snapshot judgment on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.

Oral Feedback

Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level.

Oral feedback is the main stay of feedback within KS1 and peer learning is ongoing particularly in the form of adult to child.

Acknowledgement Marking

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can simply be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning intention. This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning intention. The outcomes need to inform planning, teaching and learning. Children need to be able to be able to read, understand and respond to comments – in KS1 children are supported in this.

Strategies for quality marking

Self and paired marking

Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement should become a natural part of the process of learning. This method is particularly promoted within KS1 with an adult leading each child through the evaluation of their work.

Organisation and Practice

During Quality Marking at St Mary's RC Primary School we have agreed to:

- Ensure that children are provided with a success criteria for activities that lend themselves to one. It will be related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place and record that feedback has taken place.
- Provide effective feedback to children about their work. Recognising that this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school but becomes more involved as the children move into KS2.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

When marking teachers at St Mary's RC Primary will:

- Use a green pen.
- Ensure that English and Maths are marked on a daily basis.
- Ensure that Science, RE and Topic work is marked on a weekly basis.
- Ensure that feedback in foundation subjects is given regularly.
- Ensure that oral feedback is an integral part of daily teaching and noted in children's work.
- Quality mark a piece of work at least once a fortnight.

FS/KS1 marking will be based on:

- Oral feedback
- Some agreed marking codes – green pen for general comments and praise
- Rewards when appropriate e.g. smiley faces, stickers
- Use of simple marking ladders
- 2 stars and a wish approach to improvement prompts
- Self-evaluation

KS2 marking will be based on:

- agreed marking codes including using green pen
- marking against a Success Criteria (when relevant)
- self and peer evaluation

Agreed Marking Codes

Code	Meaning
G	Group or Guided Work
S	Supported Work
V	Verbal Feedback given
I	Independent Work

See Appendix for more in-depth codes used by KS2.

Outcomes for children

They will:

- know about the quality of their work through honest, targeted feedback.
- have the courage to make mistakes knowing that these will be viewed as opportunities for improvement.
- have the motivation to want to produce high quality work and make progress.
- understand exactly what is required to be successful.
- be involved in assessing their work and identifying what they need to do to move on.

Outcomes for teachers

They will:

- be able to assess the effectiveness of their lesson planning.
- use feedback outcomes to inform the next steps of planning.
- use feedback outcomes to help curricular target setting.
- have a record of marking interactions.

Marking towards summative assessment

A selection of marked work in English and Maths will be assessed on a termly basis using KLIPS. Analysis of these will then be used to help track pupil progress/attainment and inform teachers about the next steps required. NFER standardised tests will be also be used termly.

Related documentation:

- Handwriting Policy.
- Assessment Policy.
- Special Educational Needs Policy.
- All subject policies.

Parents

It is important that parents are aware of how the marking system works. At the beginning of each year parents will be sent a letter explaining the marking system in their child's class. The parents' of children joining mid-year will have the marking policy explained to them. Parents could be encouraged to help their child self-mark homework activities.

Monitoring and Review

- Regular work/book scrutiny by head teacher and subject leaders
- Discussion involving children through School Council
- Lesson observations
- Assessing using KLIPs/ NFER
- Impact on summative assessment results
- Moderation with Governors and other schools

Policy date – September 2021



All are welcome here to walk with Jesus as we love, learn and flourish.