ST PETER'S CATHOLIC PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Mission Statement

Through loving God, everyone at St Peter's school is committed to creating a happy, loving and secure environment for learning, which has Christ at the heart of its community, where everyone is valued, included and shows respect for each other.

Principles
Our Marking and Feedback Policy is based on the principles that:
• children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning ;
• feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning;
• regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved
Leadership Team : monitoring, evaluation and inset;
Subject leaders: modelling good practice;
Class Teachers: giving a range of feedback in a variety of forms;
Pupils: self assessment and marking, peer assessment and marking and improving their own work;
Learning Support Staff : marking in line with the Learning Objective, commenting on assistance given: Supply Teachers and Trainee Teachers are required to follow the policy.

Guidance for marking by teachers

Teacher marking is only effective if :
• it informs both the child and the teacher of what has been achieved and what needs to happen next;
• the child has an opportunity to read and respond to the marking as soon as possible;
• it is informing the teacher of future learning needs which can be incorporated into future planning.

Remember that :
• marking is most effective in the presence of the child
• children should be given time to read/ reflect on / respond to the marking;
• effort should be acknowledged alongside achievement

Marking and feedback should take some of the following forms, as appropriate to the work:

- **SUCCESS CRITERIA / LEARNING OBJECTIVES**
  All marking comments will be measured and assessed against the learning objectives and success criteria for each lesson. These can also be included in plans, however, children should have input.
  The use of the following codes can be used to indicate where a teacher or peer has intervened to support improvements within- class.

- **VS (visualiser stop)** - VS written in margin to show that feedback/feedforward prompts have been given. (**Coded VS**)

- **VF (verbal feedback)** - If verbal feedback instead of written feedback is given, then it should be coded **'VF'**. This verbal feedback and feedforward process should be part of normal classroom practice. Subsequent learning or improvements can be made using the 'polishing pen'.

- **CI (cooperatively improved)** Both children read a discuss one of their pieces together (not swapping books). The child whose work it is has control of the pen and ultimate say. Together they decide on the best examples, reasons are given and underlined. Together, they should talk and agree about improvements which are made, there and then, using the 'polishing pen'. Space is left at the side of the child's writing or underneath for improvements to be made. **(Coded CI)** Both children initial the improvements.

- **SA (Self assessment Coded SA)** Children self assess and improve their own work with reference to the success criteria. Children need to be trained in how to peer and self – assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

- **Teacher comments** need to provide specific comments about current quality, cause further thinking, justifications and move the quality level forward by demanding an additional response.
  The **'Pink to make you think'** and **'Go Green'** highlighter system will be used at the **teacher's discretion.**

  - **Excellent work = Green**
  - **Work requiring improvement = Pink**

- Overuse of the highlighters is not encouraged, as IMPACT is lost - so being selective is of the utmost importance.

- Highlighting of entire words and sentences is encouraged. A short mark at the start of a line to draw attention to a particular line or paragraph is also acceptable.

- All mistakes in a piece of work **WILL NOT** be rectified by the teacher. 'Secretarial' marking **IS NOT** positive developmental and so will not take place in books.

3) **MARKING COMMENTS**
   All marking comments should be positive and developmental which show an understanding of the child in terms of acknowledging what they have achieved and then leading to an opportunity for improvement in effort, aspiration, progression in skills and/or knowledge. See examples below and in further school feedback examples for literacy, SPAG and numeracy.
   "Well done, I think you've explained the process clearly using the correct technical terms."
   "How could you back up your arguments with more evidence? Give an example."

THE WRITTEN FEEDBACK PROCESS

Will highlight the success and improvement against the Success Criteria and Learning Objective.
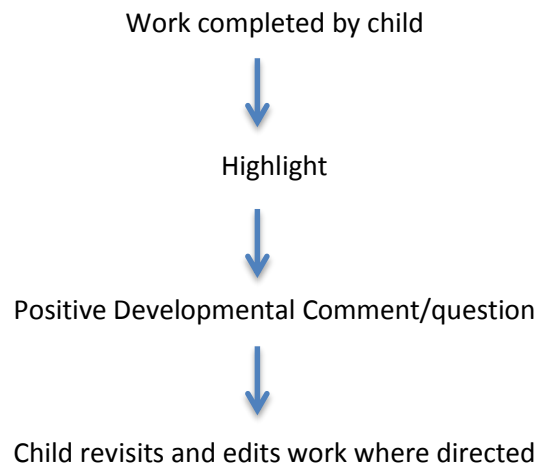
Must be accessible to children. (Including SEN and EAL)

Not all pieces of work will be 'quality marked' however all written work should be acknowledged.

Focused comment should help the child in 'closing the gap' between what they have achieved and next step improvement.

Along with written feedback, it is important that evidence through planning, drafting and editing is available to view.

Marking is most effective in the presence of the child.

Work completed by child

↓

Highlight

↓

Positive Developmental Comment/question

↓

Child revisits and edits work where directed

Children will be coached to routinely make corrections where pink is used to highlight work.

SELF/PEER/COLLABORATIVE ASSESSMENT

This will take place after work has been completed.
A variety of scaffolds will be used (at teacher's discretion) to encourage assessment and improvement of work. (See appendices for examples)

Peer, self and collaborative assessment and feedback/ feedforward should take place as part of normal classroom practice.
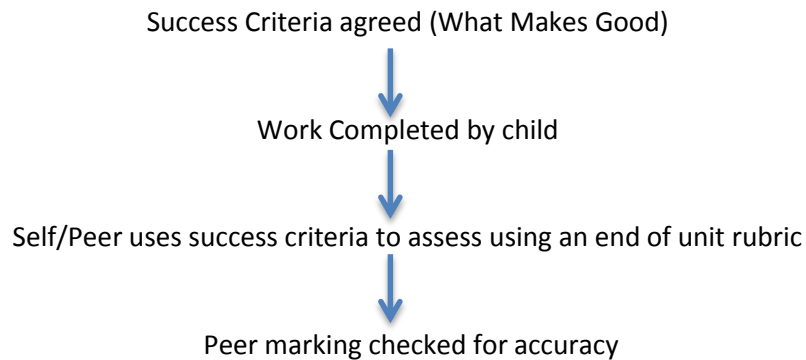
Teachers will plan assessment sessions in lessons to allow the assessment process to take place. A quality over quantity approach will be employed.

Collaborative assessment (Not to be confused with collaborative improvement) takes place when children work together to **assess** a piece of work (no editing takes place)./

Teachers may allow children to use pink and green pencil crayons or crayons, and black pens to make comments.

Any improvements made after this process, will be made by the individual child.

Suggested process for peer assessment:

Success Criteria agreed (What Makes Good)

Work Completed by child

Self/Peer uses success criteria to assess using an end of unit rubric

Peer marking checked for accuracy

Teachers should provide sufficient modelling of the assessment process to enable the children to understand this process. Please refer to the Literacy programme of study for individual year group expectations.

Key Stage 1

In EYFS and Year 1, simple and straightforward verbal feedback (use codes) will easily communicate next step advice to the children.

Positive non-specific and development comments may be included dependent upon the child's ability and at the teacher's discretion.

Peer assessment will begin with verbal discussions and as the children's understanding of the process develops, this will move on to using a simple success criteria sheet with adult support.

By Year 2, it is expected that most children will be able to move onto the whole school marking method. This will be initiated at the teacher's discretion.

Expectations

All pieces of work in books should be acknowledged either through teacher marking, peer marking or self-assessment. Teachers' handwriting needs to be legible as a model for the child and in a **contrasting colour** to the child's work. (Green pen)
LSA's working with groups or individuals are expected to mark their work in line with this guidance.

Time to respond to feedback

This may take various forms, is at the teacher's professional discretion, and could include whole lessons. The more immediate the feedback the more impact it will have.
Time should be given for children to read, understand and be aware of their targets for improvement. Then given the opportunity to review and amend the work as appropriate.
Regular slots will be highlighted in the planning process.

In order for marking to be formative, **'closing the gap'** information must be understood and acted upon by the children.

Teachers will respond as necessary to any children's comments from the previous lesson. The most powerful form of feedback is that given by the pupil to the teacher. This 'conversation' should be clear to all parties and be revisited after a suitable distance from learning. All dialogue should be constructive and aimed at improving the standards of work.

Children must respond clearly and accurately to the comments.

Detailed Teacher Marking
• For Literacy and maths, there should be a *fair* balance of teacher and child marking.
• Teachers should be conscious of checking the quality of peer and self-assessments made by children.
• For foundation subjects there should be evidence in topic books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in meeting elements of the success criteria, or achieving the learning objective. Children should be given opportunities to feed back their comments about other children's work in the topic books throughout the year.
• In each subject area, every child should have at least one piece of work 'quality marked' as appropriate for every topic or theme.
• Cover/ supply teachers need to mark and initial all work.

Alternative ways of sharing/ celebrating a child's success
• Openings of lessons
• Mini-plenaries e.g. 'Why is this good? (refer to success criteria)
• Plenaries and use of the visualiser
• Peer selection of good examples to share and explain
• Year group assemblies
• Achievement awards
• Excellence or good learning displays with reasons why
• Certificates home
• Work displayed on best work board in the school hall
• ICT - pictoral storage of good examples
• Successes shared on the school website

Moderation and standardisation
It is expected that cross-year group moderation will occur regularly throughout the academic year. Standardisation sessions will take place throughout the year between selected staff to review the quality of learning and feedback as well as to provide feedback to each other about how best to improve their own methods of giving feedback. It would expected that pupils would be involved in this process through conferencing sessions in order to ascertain the impact of the feedback they've been given.

Monitoring
Marking and feedback will be monitored by senior management through taking samples of books and through lesson observations.

MARKING KEY

MARKING KEY

────	Excellent work
────	'Pink to make you think' Work needs revisiting
────	Learning Objective Achieved
VF	Work Discussed With Pupil
CI	Collaboratively Improved
VS	Visualiser stop
SA	Self assessment
PA	Peer assessment

A display of the marking key will be on view in every classroom

SUPPLY/ TRAINEE TEACHERS

Supply teachers will refer to the marking code on display in classrooms and liaise with year group colleagues.

Student mentors will provide support and training for **trainee teachers**.

Both parties must adhere to this policy.

MONITORING AND REVIEWING

Regular monitoring by subject leaders and SLT will be used to set targets, monitor samples of the children's work, scrutinise planning, interview children and to ensure the policy being implemented in the classroom.

Teachers will be given the opportunity to observe their peers (within year groups and across year groups) to develop good practice and ensure quality assurance.

Cluster meetings with other schools will also be used to review policy.